

# CHILD WELFARE

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## CONTENTS

	PAGE
THE CHILD'S ADMIRATIONS . . . . .	Zelia M. Walters 347
THE 'TEEN AGE DAUGHTER'S MOTHER . . . . .	Anonymous 349
THE HOUSE OF HUTCH . . . . .	Better Homes in America 350
BETTER HOMES WEEK—A PARENT-TEACHER OPPORTUNITY . . . . .	James Ford 351
"I DON'T WANT"	Cora M. Silovius 353
MEXICO'S SEVEN-LEAGUE BOOTS . . . . .	Elizabeth McG. Orr 354
THE GIRL CHALLENGES THE DEAN . . . . .	Meta B. Steinhausen 357
MUSIC VALUES IN PROGRAM BUILDING . . . . .	Ruth Hamilton Dunning 359
PROBLEM PARENTS . . . . .	Garry Cleveland Myers 361
THE FIRST RIGHT . . . . .	Clara E. Hayes, M.D. 365
THE SUMMER ROUND-UP OF THE CHILDREN . . . . .	The Campaign Office 368
READING FOR LEISURE . . . . .	Sarah Byrd Askew 369
THE BOOK SHELF . . . . .	Winnifred King Rugg 372
AS OTHERS SEE US . . . . .	Elizabeth K. Kerns 373
WHAT TO SEE . . . . .	Elizabeth K. Kerns 374
ARE YOU SAFETY-MINDED? . . . . .	Florence Nelson 375
THE NOISY CHIPMUNK . . . . .	Mary L. Cairns 376
THE PRESIDENT'S MESSAGE . . . . .	Ina Caddell Marrs 377
THE THIRTY-THIRD ANNUAL CONVENTION . . . . .	Martha Sprague Mason 378
FAILURE ELIMINATION . . . . .	Pearl Mc Kercher 379
WHY? . . . . .	Clarence Mansfield Lindsay 380
EDITORIAL . . . . .	Margaretta Willis Reeve 381
JUST FOR MOTHERS . . . . .	Evelyn D. Cope 382
OUT AMONG THE BRANCHES . . . . .	Our Members 384
1929 WORLD ESSAY CONTEST . . . . .	Fannie Fern Andrews 388
PARENT EDUCATION COURSES . . . . .	Grace E. Crum 390
YOUR GROWING CHILD . . . . .	H. Addington Bruce 390
EVERYDAY PROBLEMS OF THE EVERYDAY CHILD . . . . .	Douglas A. Thom, M.D. 392
ON BEING A GIRL, AND FATHERS AND SONS . . . . .	J. E. Gibson & S. S. Drury 392
THE NEW COMMISSIONER OF EDUCATION . . . . .	Joy Elmer Morgan 394
NATIONAL OFFICE NOTES . . . . .	Florence V. Watkins 396
THE "PRIZEWAY LIMITED" TO WASHINGTON . . . . .	Colonel Acorn 398

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*Skill Wins the Child's Dawning Admiration*

© D. Warren Boyer

# The Child's Admirations

BY ZELIA M. WALTERS

THE child is governed by his admirations. Indeed, so are we all. We form our lives on the pattern of the things we admire, and think worth while—the things that inspire us. When parents and teachers set out to direct the child's life, they will find that they get the quickest and most lasting results through his admirations. It is a truism that children cannot be changed from the outside. A real change can be made only with the consent of the child's will.

What is the trouble with the bad boy of the schoolroom, the neighborhood terror? He is simply patterning himself on his admiration for lawlessness, which to him means daring. He wants to be big and brave, to waken the envy of his mates, to live out his notion of a hero, to seek desperate adventures. He defies teacher, and laughs at her punishments. The other boys look at him in awe, and that rouses him to further defiance. He disobeys his parents, torments smaller children, steals fruit, breaks windows, and commits other deeds of budding violence. He glories in the name of the worst boy in school, or in the neighborhood. After awhile these diversions grow too tame. He must defy the policeman and outwit him. Then next he may take part in the burglary of a store or a house whose owners are away: and then another young thug is launched upon his brief career of crime. A good many people took a hand in trying to govern him as he went along. They failed. They tried to destroy his admirations for violence by inflicting punishment. They tried to change him from the outside by multiplying reproofs, penalties, rules. They never touched the real spring of his actions. He governed himself by the things he admired, and his life is wrecked.

Punishment does not change people. If it is severe and certain enough it will deter most of them from doing certain things. But it will not make them cease *wanting* to do those things. For instance, you may spank a boy for going coasting on a dangerous hill. If he is sure that going again means another spanking, he is not likely to risk it. But he still wants to go. And if your authority is removed for a day he will hie him gleefully to the hill, and imperil his life under the automobile wheels. But perhaps he sees a comrade injured on the hill. Then he understands what you mean. He does not want to coast there again. You need not punish, nor even forbid. He will govern himself in that particular hereafter.

When you were a school child you no doubt knew of one room where the discipline was perfect. No child in that room ever broke a rule. The room was presided over by a teacher of determination, strong enough to overawe all the youngsters she taught. But the strong willed teacher fell ill, and was absent a week. A substitute teacher was put in, and the roomful of model pupils promptly resolved themselves into a mob of hoodlums. As a pupil and as a teacher I have seen this thing happen repeatedly. As a matter of fact, that room was not well disciplined. It was only "bluffed" by a stern, eagle-eyed female.

We have gone past the time when we could consider this "bluffing" or coercing of the child as even remotely related to good governing, or child training. We must do something more than that. We must get down to foundations.

THE child's admirations are frequently treated as a joke. He wants to be a circus clown, a fireman, a street-car conductor,

a bakeshop man. We dismiss his ideal with a laugh. Or if we are serious minded we explain to him why these are poor ambitions. The wise mother does neither of these things. She uses today's admirations for today's striving toward the goal.

Here is an example. Billy, who is five, has decided that he will be a fireman. He is a timid child, afraid of the dark, afraid of strangers or of dogs, of imaginary terrors, such as bears in the meadow or tigers under the bed. Billy's mother does not laugh at the fireman idea or tell him that he will know better when he is older. She encourages him to prepare to be a *good* fireman. A fireman must conquer fear. But this idea will not be hurled at the little fellow's head with an insistence that will cure him of his fancy for a fireman's life. The tactful mother leaves the conquest of fear as a mere suggestion in his mind, something to grow later on. She gives interesting little examples of the fireman's bravery. He gropes his way through dark, smoke filled halls to save little children. He is not afraid of the dark, or danger, or pain. He began getting over fear when he was a little boy like Billy.

There is no admiration of the child's that will not yield some good. The clown? He is always jolly, and behind his grotesque dress, he is kind. The bakeshop man is industrious, the conductor, patient. (At least for the purposes of your example he is patient.) It is said that every normal boy longs at some time to be a pirate. Even a pirate is fearless and strong and keeps to his purpose. The hero-worshipping small child need know only the fine attributes of the character he admires.

**B**UT as the child grows a little older there is a better way to use his hero worship. The teacher or parent can suggest heroes for the child to admire. Why is Lincoln so universally loved in this generation? I think it is because every school has been teaching the children the fine things about Lincoln. Here was a fine, strong heroic man, who climbed to the very top and who was yet tender to all weaker things. He earned the name "Honest Abe," and he kept the spirit

of fun through all the hard realities. Millions of American school children have learned to love him, and he has made his impress upon their lives in spite of the cross currents of home or community. This surely points a way for more purposeful training through the admirations.

We must be very sure we are showing the children real heroes if we expect their admiration. A child cannot be made to admire a bleak, dehumanized lay figure of some useful virtue. Let Ralph, the story book boy, be ever so honest and industrious, but if he is not a dashing hero, able to put over the winning run for the baseball team or to carry the football sixty yards down the field your young son will have none of him. The child expects something close to physical perfection in his heroes, and he is right. Child and youth should look upon perfect health and strength as the ideal.

History and fiction will supply heroes of every type. But begin early enough, before the admirations have made a wrong start.

**W**ATCH the admirations of the child and youth—and indeed of the adult also—if you want to learn of the inner springs of action. Here is a sallow, pimpled youth in loud clothing. His admiration is centered on some cheap matinee idol, movie sheik, or perhaps the idle son of a rich man. He wants money so that he may be relieved of the need to work, that he may have theater parties, cabarets, automobiles, hotel suites. He is unlikely ever to earn this money. He is the type that may become the forger, the embezzler, the gambler. He admired a false god, and it betrayed him. Here is a granite-faced youth. He wants just one thing—money. He doesn't want it for pleasure like the other boy, but for power. He will get it, too. Everyone does, who puts money first. He has grown up admiring the financial kings, but missing all in their characters that made them human. He thinks of them only as men who made a great deal of money.

Another youth fixes his admiration on education. He gets to school and college and university, even though his parents may



be as poor as church mice. His admiration governs his life, and shows him how to surmount every obstacle.

A woman once told me that as a child she read the story of Florence Nightingale, and was fired with the desire to be a nurse. Her life reads like a romance. She became a nurse of the highest rank. She has been called to China, to France during the World War, to the Philippines, to scenes of disaster where a Red Cross unit is needed. She has been adopted by an Indian tribe she helped, and decorated by a European King. Her childish admiration opened this path of rich service to her.

Is it worth while to teach the child to admire honor, and courage and service? Every fine and generous life answers that it is. Choose the heroes with purpose, and see that there are worthy things at hand for the child's dawning admirations.

A million American doughboys brought up in what we call the soft pursuits of

peace, were thrown into the most terrible war that the ingenuity of ruthless men could conceive. We might have expected that they would not meet the flaming test. But they were heroes almost to a man, heroes in the truest sense of the word, with a fine contempt for danger, an endurance that never faltered, an unselfish devotion to comrades, that sets a high mark for all ages. The fabled deeds of knights look paltry beside some of the things our boys did. There is no mystery. From their earliest years American boys have admired strength, courage, and loyalty. To be suspected of having a "yellow streak" was the deepest disgrace known. The result of these boyish admirations is that they took the admired virtue into their own souls.

So plan your discipline to work with the child's admirations instead of against them. See that the heroes who appear on his horizon are strong, wholesome, and kind. Then help him to rise to their level.

## The 'Teen-Age Daughter's Mother

EDITOR'S NOTE.—*This poem was contributed by a former member of the Board of the National Congress of Parents and Teachers, a past state president and now a member of a college faculty. The writer prefers to remain anonymous.*

She loves me when she needs a gown  
And when for sweets she's hungered;  
She loves me when her poor brow aches  
And when with "Him" she's angered;  
But when she has a frock to wear,  
Desserts to eat and coin for fare,  
When wrapt in love's first ecstasy,  
O tell me, does she love me?

She longs to live, to spend, to thrill,  
Aspires to shine and glisten;  
But when speaks wisdom born of tears  
She does not care to listen.  
She revels in upholstery,  
Perfume and books of mystery,  
But when we're faced with scarcity,  
O tell me, does she love me?

She loves a soldier with gold braid,  
And "just adores" a handsome sheik,  
A movie star, a lad on skates,  
A bit of rouge upon her cheek.  
But when excitement's thrall is o'er,  
The gold is dulled, the seasons bore,  
And ceaseless duty rings its plea,  
O tell me, does she love me?

When youth is past and life is stern,  
And labors clamor for her hand,  
When mingle thoughts of love at home  
With present worries like the sand,  
When children need her guiding care  
And challenge life in raiment fair,  
And mother's viewpoint she can see,  
O tell me, will she love me?

# 

(These pictures offer many suggestions to the home maker.)



*This house planned and furnished by the students of Hutchinson High School in Buffalo, has five rooms and was built at a cost of only \$6,800.*



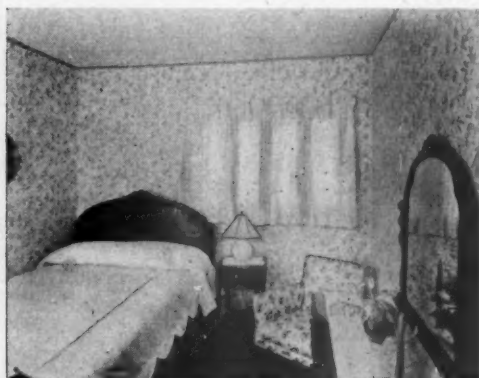
*Girl's Room in the Hutch House. This room was furnished by the students at a total cost of \$327.25.*



*The Kitchen, showing cross ventilation and the built-in cabinet.*



*Living Room in Hutch House.*



*The Master Bedroom in Hutch House. This room was furnished by the students at a cost of only \$338.72.*



*Boy's Room in Hutch House. The students furnished this room for \$185.21.*

# Better Homes Week

## *A Parent-Teacher Opportunity*

BY JAMES FORD

*Executive Director "Better Homes in America"*

EVERY parent is aware of the deep influence of home conditions upon the life of the growing child. Not only the health and happiness of the child but also in a large degree its personality and character are the outgrowth or reflection of the conditions of the home and the family life.

In 1922 the Better Homes in America movement was established to help all American families to a knowledge of the ways within their reach by which they could make improvements in the houses in which they dwell and render all conditions of home life wholesome. From the beginning Herbert Hoover has served as President of its Board of Directors and as its guiding spirit. Now that he has been elected to the highest office of this country he will continue to serve in an honorary capacity. The central office of Better Homes in America, Inc. is in Washington, D. C. It carries out its program through local committees, of which there are more than 5,000 in cities, towns and villages throughout the country. The chairmen of these committees are recognized leaders in the civic affairs of their communities and many hundreds of them are officers in local Parent-Teacher Associations. Almost invariably these associations are represented on the committee and cooperate in its program.

These programs almost always include lectures, and discussions, by specialists on architecture, home financing, home furnishing and equipment, home gardening, and often include such subjects as the wise use of leisure, character development, health, and wholesome home membership. The programs usually head up in Better Homes Week, which this year will be from April 21 to 27. More than 500 of the local com-

mittees will build the best type of single family house that they find it possible to build in their communities for families of modest means and will demonstrate this house, fully equipped and furnished, to the people of their community during Better Homes Week. Or if this cannot be done, old houses can be "borrowed" by the committee and remodeled in order to show how necessary improvements can be made in homes at relatively slight cost. Rural committees often arrange for tours throughout the county to visit homes which have made some worth-while improvement during the preceding year, such as new lighting equipment in one home, a new sleeping porch in another, re-arrangement of a kitchen in a third, and the best examples of home landscaping and home gardening. Home improvement contests are common both in the city and the country, also special contests for improved kitchens, improved boys' rooms and girls' rooms, etc. Garden and home landscaping competitions are also conducted.

A large number of communities and some counties have established permanent home information centers as a result of their campaign, from which any parent may secure information concerning any problems of housing and home life. Advice is given by competent local experts on the buying, building, or remodeling of homes, on kitchen improvements, labor-saving equipment, household budgets and accounting, home gardening, or any other subject relating to the home.

In about 200 communities home economics cottages have been built in which the girls registered in home economics classes of the public schools can receive practical training in all household operations in an actual house rather than a laboratory.

Home project work is also ordinarily carried out by these groups to supplement the training given at the home economics cottage. In a score or more of vocational schools boys are given actual experience in building a small home, and thus become familiar with every detail of the process of housing construction, equipment and repair. Projects of these sorts have very great value in arousing the interest of school children in home-owning and in household operations. Teachers report that the students become very deeply interested in practical projects of this sort. This has been especially true in the hundreds of cases in which girls enrolled in home economics classes have been allowed, under their teacher's direction, to select and arrange all of the furnishing and equipment in the home demonstrated by the local Better Homes Committee.

A project of this sort—and one in which the Parent-Teacher Association cooperated is well illustrated by the program of the students in the Hutchinson High School of Kenmore, a suburb of Buffalo, in the 1928 Better Homes Campaign. The Erie County Better Homes Committee, of which Mrs. C. M. Britt, County Home Demonstration Agent, was chairman, arranged with the school authorities to let the children in the school have a hand in the actual planning of the demonstration house as well as in its equipment.

The "House of Hutch," as the demonstration home was called, was planned for a family of four. It has five rooms and a "dinette," was built at a cost of \$6,800, and furnished for \$2,250. It was visited during the week by 18,892 persons, and by special request was kept open a second week. A complete budget of furnishings was made and a copy was given to each of the men and women who visited the house.

A Backyard Playground Contest was opened on the first day of Better Homes Week. This was the second contest of this kind conducted by the Recreation Committee of the Buffalo City Planning Association. During Better Homes Week, pieces of homemade backyard playground equipment, borrowed from the homes of last

year's prize winners, were displayed at the demonstration house.

The Buffalo Public Library, with the cooperation of the Hutchinson High School students, compiled a list of books which should be included in a home library. This was printed and given out at the demonstration house and the schools. It was also printed in all the Buffalo papers to encourage the reading of good books. Each girl of the homemaking classes of Buffalo was given a special project to follow to lighten the cares of her mother.

The art departments of the schools cooperated in preparing posters, the best of which was chosen by the director of the art department of the public school system to be used as a Better Homes poster throughout the city. Other posters painted by the pupils were used in community centers and in the schools.

Sacramento, California, provides another very striking example of Parent-Teacher cooperation in the program. Seven local Parent-Teacher Associations each sponsored a demonstration house which was borrowed and furnished by the local association with the help of the teachers of home economics and the pupils in the school. The districts competed to see which could provide the best demonstration from the point of view of beauty, comfort and convenience of the home on the one hand, and the education of the children and the community on the other. Projects of this sort would be possible in many of our largest cities and could even be arranged for in the six weeks which intervene between the time that you read this article and the opening of Better Homes Week. Many excellent demonstrations have in fact been organized and carried out in only two weeks' time. Although it may take hard work on the part of many volunteers to carry out such a program at short notice they have always felt amply repaid by the splendid spirit and the remarkable cooperation which always attend civic undertakings of this sort.

In answer to the question "How can Parent-Teacher Associations best cooperate in the Better Homes Campaign," I would suggest that they first get in touch with the



chairman of the local Better Homes Committee. If his or her name is not known to your association write to the Washington office of Better Homes in America at 1653 Pennsylvania Avenue, Washington, D. C., and they will tell you. If no chairman has yet been appointed it may be possible to appoint some officer in your local Parent-Teacher Association to take charge of the campaign.

We shall be glad to send a copy of our Guidebook for the organizing of the Better Homes Campaign to any officer of a Parent-Teacher Association, upon request.

The chairman of the local Better Homes Committee will welcome the cooperation of local associations and will usually find it possible to have them represented on the committee. Parent-Teacher Associations can help in preparing lecture and discussion programs and in organizing or judging contests, or taking part in such contests. If the local committee should plan to demonstrate

one or more houses, members of the association can help by serving as hostesses or guides to visitors, to explain the principles which underlie the selection and arrangement of the furnishings as well as the purposes of the demonstration. They can also interest the public in visiting the demonstrations and can see to it that the schools and public libraries are provided with the best available literature on small house architecture, the furnishing of the home, and similar subjects, and also on the housing problem and general programs of civic improvement. In many cases it would be possible for Parent-Teacher Associations to take the responsibility for furnishing one or more of the rooms in the demonstration house, such furnishings being borrowed without charge from local merchants, who will be eager to cooperate when they realize the civic and educational value of the demonstration.

## "I Don't Wanta"

By CORA M. SILVIUS

LITTLE Bertha was five years old when I went to take care of her new baby sister. Bertha's worst fault was saying, "I don't wanta." She gave this answer fifty times a day. I resolved to break this habit at once. I told her that for one whole week she would not have to do one thing she did not want to do. We would see how it worked out.

When told of our decision she jumped up and down in glee. She was going to have her own way for one whole week!

"Now remember," I said, "Even should you be ill we will not make you take medicine. You do not need to take a bath, or eat, or go to bed. You can do *just* as you want to do. You will not be allowed to destroy things, or have things that are not to be played with. It is just that you will not be required to do as you are told."

The first day she was rather contented. She didn't have to eat what we gave her.

She went hungry. She began to see that having her own way was not so pleasant after all.

The second day she didn't have her bath. She didn't have to eat her dinner. She didn't have to button her shoes. But when her favorite aunt came and refused to take her a ride because she was not clean and sweet looking as usual, Bertha began to understand.

Day after day she left undone the things she objected to doing. Her father refused to kiss her dirty face. I sent her from my room because I liked only clean children about me. And it worked. By the end of the week she was ready to do as she was told. She was ready to be washed on time. And she had dropped her "I don't wanta," completely. She saw that having her own way was not a good way. She was made unhappy by being naughty.



*A School Committee in Rural Mexico*



## Mexico's Seven-League Boots *for* Child Welfare

BY ELIZABETH MCG. ORR

SOMEONE came back from Mexico saying, "The trouble with the country is an inferiority complex; it needs a good press agent!"

There is some truth in that. Definite objectives in child welfare were set up in the face of tremendous odds, and in a comparatively few years there has been striking progress made in trail-blazing. But no one has stood on a chair and shouted about it! Everyone is too busy and there is too much still to be done.

It is safe to say that never before have the prospects for the children of Mexico been as rosy as they are today, for education, public health, and general social conditions.

A different era was dawning when the Constitution of 1917 was made to include certain thoughtful clauses dealing with maternity. A leave of absence with full pay was provided for every pregnant woman, regardless of employment, for a certain period before and after child-birth, with necessary nursing time after her return to work. Mexico had constitutionally recognized the need of protection for mother and child!

Since that time, many lines of organized effort have been established. Free clinics for children are working for prevention as well as cure. There is physical education in the schools. Parent-Teacher Associations are on the increase all over Mexico. There is definite training in health habits through

public kindergartens, with "Health Clubs" for the upper grades in the schools.

The past year alone has seen many beginnings. The functioning of a juvenile court, "Safety" campaigns conducted on trolleys and billboards; the organizing of a Junior Red Cross; the publication of "El Niño" (The Child), a monthly magazine devoted exclusively to child welfare; and the completion of a valuable series of studies by the Department of Hygiene to determine the physical standard for an average Mexican child.

### A COURT FOR CHILDREN

"El Tribunal de Menores," established by the Federal District, in 1926, but active only within the last few months, will function similarly to a juvenile court, and has been well organized.

Cases of delinquency of children fifteen years of age and under, formerly tried in the police courts, will now be referred to the Tribunal which is made up of the following sections: Investigation and Social Protection; Pedagogy; Psychology; Medical, and a House of Observation.

It is fitting that in this progressive step, one of the directing doctors in the section devoted to observation should be a member of the Women's Medical Association.

The House of Observation has facilities permitting it to care for children over a period of as many weeks as is necessary to make a thorough study of the physical and mental aspects of the case.

### THE SCHOOLS AS HEALTH CENTRES

A natural channel for physical welfare measures is the school, providing that the children are to be found in school. Education is compulsory in Mexico up to fourteen years. It is not, however, a problem of compelling the children to go to school, but of providing schools to which they may go.

The total enrollment of 1,311,003 in 1928 in public educational institutions of all kinds, from kindergarten to technical, is exactly 55 per cent of those who should be attending. This is in spite of the one thousand new schools, which the federal government has opened in the past three years, and also of the fact the federal government is spending 8.66 per cent of its budget for education, while the states are spending an average of 32.13 per cent of their total budget for the same purpose.

In the meantime, while an adequate school system is being built up, the health of the present school child is being safeguarded, and the clinics are working overtime. Examinations of every child are being made at intervals, and defects corrected. In Mexico City a staff of twenty doctors, ten specialists and thirty nurses are attempting to reach the schools every fifteen days. Two dispensaries, one for boys and one for girls, have been established in "La Escuela Nacional de Maestros" for the six thousand normal school students.

The Department of Hygiene, under the directorship of Dr. Rafael Santamarina, completed in June a valuable study to determine the standard for physical development of the normal Mexican child. Tests were made of two hundred boys and two hundred girls of each age from six years up, from the middle social class. Examinations were made at six-month intervals over a period of six years. The charts resulting from this study will occupy the same place in tests of the school-child as those of Wood or Emerson in the United States. Prior to this study Dr. Santamarina conducted one along similar lines to learn the mental average of the Mexican child.

"Health Clubs" have been formed by this same department in the class-rooms of the various schools. Score-cards which list

the observance of various health habits, such as the condition of hands and face, clothing and handkerchiefs, are kept by each "Health Club." In the lower grades the chart is filled by the teacher, while in the upper grades each child scores himself. There are active clubs in a large proportion of the public schools, and competition is used as a stimulus.

### THE GROWTH OF A BREAKFAST IDEA

A little story is told of the origin of the free breakfast system in the public schools. Some years ago the then Secretary of Education found himself near one of the schools after an early morning airing. It so happened that this was in one of the poorer sections of Mexico City. The Secretary decided to avail himself of the opportunity to visit a session of the school, where he slipped in unannounced. He noticed that the teachers were unable to secure the attention of the pupils or to maintain order. Upon ferreting out the whole situation, it was revealed that the great majority had come to school without any kind of food.

The Secretary returned to his office, set wheels in motion, and *by the next morning* the schools in the more poverty-stricken sections were ready to supply a breakfast to those children whose families were unable to furnish it!

The lists of "Breakfast pupils" are made after careful investigation of the home conditions of the malnutrition cases, of which there is an approximate five per cent in the schools. Where the teacher and nurse believe the situation warrants the measure, the child receives free breakfasts.

The procedure of serving the breakfasts varies according to the situation in each of the nineteen schools where it is practiced. It may be done by a teacher assisted by some of the children, or in some instances by a person employed for the purpose. Due to the climate it is possible to serve the breakfasts outdoors, throughout the school year. Each child receives a half-pint bottle of pasteurized milk, and bread spread with butter and sugar.

These school breakfasts which had so sudden a beginning have continued each



year until the activity has become an important one in the Department of Hygiene. During 1928 approximately 1,900 meals were being served daily through the city.

School authorities complain of difficulty in combatting the unwholesome choice of foods eaten at lunch by the children. A regulation has been passed prescribing as constituents of a lunch, milk, bread with butter or cheese, and fruits. However, vendors and corner stores are international!

#### EDUCATING FOR PHYSICAL EDUCATION

There has been a revolution in the attitude toward physical education. "Three years ago I could not persuade the girls to wear bloomers for gymnastic exercises," said the physical director in a normal school, "but now everyone is anxious not only to be properly dressed, but to learn to play tennis, volley ball and all the other games."

Playground space is not as demanding as other problems. The "Alameda," one of the most beautiful and popular parks in Mexico City, which is situated at the heart of the busiest thoroughfares, boasts a portion "exclusivamente para los niños," (exclusively for the children) with full playground equipment. "Chapultepec," the Central Park of Mexico, has almost unlimited natural facilities for outdoor play and is freely used, particularly on Sundays and holidays.

Every village up and down the countryside, considers inviolate at least one open space in its midst, which probably serves the several purposes of market-place, town-hall, and romping spot for the young.

#### INTO THE FARTHEST CORNERS

The population of the entire Mexican republic is about 15,000,000, scattered over an area of 76,000 square miles. In order to reach all of these with the vast educational program now being carried out, it is necessary, that much of its force be directed into rural districts.

The Department of Education has installed radio receiving sets in a large number of the isolated schools where state and local authorities have been unable to do so, and operates its own broadcasting station from Mexico City, presenting programs by members of the Department of Health and Education.

The government of the Federal District now publishes the monthly magazine, "El Niño," which carries articles on child feeding, moral training, etc. A page is devoted to answering the questions of anxious parents. This magazine, which is attractively illustrated and printed, is devoted entirely to "the protection of the child." It will find its way to each point of the compass in Mexico as another part of the educational movement.



*A School Festival at Yolox, in Rural Mexico*



# The Girl Challenges the Dean

BY META B. STEINHAUSEN

*Dean, Washington Junior High School, Rochester, N. Y.*

"GREETING his pupils, the master asked: 'What would you learn of me?'"

And the reply came:

How shall we care for our bodies?

How shall we rear our children?

How shall we work together?

How shall we live with our fellowmen?

How shall we play?

For what ends shall we live?

And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things."—(J. E. Chapman, *"Principles of Education."*)

The problem of the Dean in the Junior High School is a decidedly different one from that of the Dean in the Senior High School or the Dean in College.

To begin with she is dealing with girls of the early adolescent age, a most interesting period of life and yet as all psychologists agree, the most trying one. The problems are not only moral but social and civic as well. The Dean is expected to do preventive and remedial work as far as moral problems are concerned, to plan for and supervise the social activities of the school, and in many instances, to help mould the spirit of the community in which the school is located. This would seem a gigantic task for any one and I assure you that it is with fear and trembling that a dean enters upon her duties. She has no definite course of study, and yet her work reaches into every department of the school. May I give you a real picture of one day in a Dean's life in a Junior High School?

Mary is waiting in your office. "Can I speak to you? It's important." She hardly waits for an answer; eagerly begins. "All the girls are going to the dance; my mother doesn't approve. I can't see why I can't go, or why it's wrong. I want to have a good time too."

After Mary leaves, you send for Sue.

She is failing in her classes. Her report for the previous term was A and B. She is attractively gowned, rouged, and powdered, but a very tired, irritable Sue on the defensive. Late hours, improper food, older companions, wise beyond her years, she frankly says, "What's wrong about it? We are only following examples set by older people. What is the use of living if you can't have a good time?"

There is a note on your desk. Helen wishes you would send for her. She comes in rather wistful, unattractive. "What's wrong with me? I try so hard to be like other girls but somehow the boys don't like me. I want to be popular and have a good time."

Grace is waiting outside your door. She cannot remain in school. She must earn and supplement the family income. Already overburdened, she asks, "What has life in store for me?"

A member of the faculty sends you a questionable magazine much marked and thumbled and a note saying, "Find this has gone the rounds of the class." You glance at the stories; coarse, degrading, full of mystery, sex, intrigue, and thrills.

Caroline is next. "Please help me make my mother understand. She won't let me have any company."

The telephone bell rings. "Mrs. Smith is in the main office. Can you see her now?" Mrs. Smith looks troubled and perplexed. She has just discovered that her daughter is deceiving her. She has tried to talk with her but somehow they could not agree. "Nice girls did not behave so in her day. What is the world coming to?"

Again the telephone bell rings. A father of one of the girls; he cannot wait long. He comes to your office, hesitatingly he tells you—his wife died a year ago; he has managed to keep his family together, but now Eleanor, his oldest daughter, was troubling him. She really is a good girl, but there

is a boy in the neighborhood. She had invitations to go out; she wants a good time. He did not quite know how to tell her of some of the temptations. Of course, he trusted her, but in his office, on the street, he hears men talk and is afraid for Eleanor.

A knock at the door. "Can you see us now?" A bright eyed, fine, attractive group of girls and boys. "When can we have our next senior social? We're the committee and we want it the best ever." You promise to help them and in consulting your calendar, you find you have promised to discuss also "Christmas giving" with a group of girls. Their eagerness, willingness and readiness to sacrifice and do, not counting the cost to themselves or any one else is very apparent. The procession moves on and on. All life's problems possible in the "teens" age may be found in a high school. "Has our learning touched these things?" The girls of today are honest, fearless and eager. "For what end shall we live?" "How shall we play?"

This is her challenge! To meet honesty with honesty; to help her face life fearlessly and eagerly, and give her joy in living by giving her right habits of thinking and right attitudes. In this way we may help each girl to develop to her fullest possibility, both as an individual and as a member of a group.

How can the school do this? We of the public school have no definite courses in ethics or moral guidance and yet the warp and woof of our educational system today is character building.

I maintain that the school can do a great

deal in developing correct habits of thought and right attitudes towards life in this way—that we develop "The Kingdom that is within us."

You will readily understand that a Dean is powerless to do all this alone. Every teacher on the faculty, every child in the school must be her ally. Example is worth more than precept—right thinking and right living teachers, enthusiastic friends. The student government idea of a Junior High School brings our social and civic ideals which in later years we hope will be a power for good in the community. "If education is life" school assemblies and campaigns mirror life for the student. Clubs train him for the worthy use of leisure. In America today with our short working hours, leisure has become both a blessing and a curse. These immature students are anxious to imitate their elders. They too wish parties. Is it not wise to allow social activities under school supervision after they have been taught the essentials of courtesy and etiquette, because today the church and home fail us in some respects? In general the student body is very helpful to the Dean. Her greatest problem is the individual girl. It is to this she must bring her greatest sympathy, tact, knowledge, and faith. We must not lose sight of our dreams. We must pass on our ideals and hopes to those who seek our aid, for

"As their dreams are so are they.

They shape in thought what soon they shape in deed.

And what they daily hold within they grow to be."

—N. Y. State Education Journal.

## How to Take Life

*Take it just as though it were—as it is—an earnest, vital and important affair. Take it as though you were born to the task of performing a merry part in it—as though the world had awaited your coming. Take it as though it were a grand opportunity to do and achieve, to carry forward great and good chances to help and cheer a suffering, weary, it may be heartbroken, brother. Now and then a man stands aside from the crowd, labors earnestly, steadfastly, confidently, and straightaway becomes famous for wisdom, intellect, skill, greatness of some sort. The world wonders, admires, idolizes; and it only illustrates what others may do if they take hold of life with a purpose. The miracle, of the power that elevates the few, is to be found in their industry, application and perseverance under the promptings of a brave, determined spirit.—Mark Twain.*

# Music Values in Program Building

BY RUTH HAMILTON DUNNING

*Associate Manager, Bureau of Program Service*

THE next number on our program this afternoon will be a piano solo by Mary Smith." How frequently the routine of a monthly Parent-Teacher Meeting is broken by such an announcement from the presiding official of the day!

Just why is the musical interlude provided? What purpose does it serve, and is Mary Smith's "piano solo" the only type of music suited to our program?

Any music introduced into the plan of the program should serve a definite purpose. It should be a relaxation for the listeners; especially when the program calls for a thought-provoking address, it furnishes a bit of mental refreshment in preparation for the remaining part of the program. Sometimes a musical feature merely serves as a source of mild entertainment—possibly a musically inclined youth has been inveigled into performing, in more or less artistic fashion, one of those old-time favorites, "Hearts and Flowers" or "Home, Sweet Home With Variations." Naturally, the parents of the young artist, who may be proud listeners in the audience, are delighted with the efforts of their young hopeful—but is it wise to allow or encourage our young people during the earlier years of their musical education to exploit their ability to entertain, before an audience which may pay but indifferent attention, or, finding the performance only mediocre, may cease to display any interest aside from a polite, subdued patter of applause at the conclusion of the number? This type of musical interlude can scarcely be of any particular benefit in planning or presenting our programs.

Fortunate is the school which has some form of musical organization—an orchestra, a glee club, a school chorus or a toy symphony orchestra. When these groups can be summoned to furnish the musical part of the program, there is always keen interest

in such numbers. True, the saxophones may not be tuned absolutely together, the rhythm of the selection may be a bit shaky in spots, the boys' voices may quaver on the high notes, yet the concerted effort on the part of a group of young people to produce a melodious ensemble, has a very definite charm, and is rightfully a pleasant and worthwhile addition to an afternoon or evening of profit and enjoyment.

In considering what sort of musical numbers we shall place upon our programs, we think of one of the two groups, instrumental and vocal—planning possibly to alternate them from month to month. In place of the stereotyped "piano solo," why not vary the procedure with the use of a choice Victrola record—so many schools now have Victrolas—with a brief word of interpretation or some interesting anecdote of the composer's life? For example, the Wagner "Overture to Tannhäuser," or the "Midsummer Night's Dream" of Mendelssohn could be thoroughly enjoyed if prefaced by an explanation, not too lengthy, of the various themes and the skillful way in which the composer develops them.

The names Schubert, Beethoven, Chopin or Brahms come to have a far deeper meaning if we can link some interesting episode in their lives with the rendition of the spirited "Marche Militaire," a movement from some "Symphony," a dreamy "Nocturne," or a temperamental "Hungarian Dance."

If the musical number is to be a vocal selection, the choice invariably rests with the artist of the day. But if no suitable vocalist is procurable, a very attractive part of the program may be produced through the use of community singing. Now that phrase may recall to your mind a feeble attempt on the part of a few courageous souls to sing to a faltering accompaniment, some semi-familiar words to a well-known tune.

That is not what is meant by community singing. Happy, indeed, is the club which can find among its members an enthusiastic person with the gift of drawing music out of our very souls, who may be appointed song-leader. He or she is not afraid of lacking dignity if arms are waved a bit to keep us up to time, there is no self-consciousness, and when she smiles engagingly and says, "Come on, friends, let's snap into that chorus now, and if I find anyone who isn't singing, we'll have to call on her for a solo"—well, you find yourself joining heartily in the chorus, even if it hasn't been your habit to stretch those vocal chords in song very frequently. Of course it's a tremendous help to a song-leader to have a lively accompanist to help swing along the volume of melody—how we "community singers" do drag, unless that accompaniment pulls us right along! Above all, the tunes and words must be familiar. If it's a sober meeting, why not introduce fun into the singing? Everyone has at some time sung "rounds," and one can scarcely help laughing after the farmer's wife has "cut off their tails with a carving knife" for several stanzas, and you are fairly breathless if it's "row, row, row your boat," after three or four repetitions.

It sometimes creates enthusiasm to divide a meeting, one half singing first stanzas, the

others the second and a rising vote for the superior singing. (Votes always cast for your own side, of course!) There are song-leaflets procurable in many states, suitable for these song-fests; and many communities or organizations have song-books to lend which add to the success of a meeting. Even typed or mimeographed sheets with the words of songs to be used are a great help. We can all remember tunes, but we sing far more heartily when we have the words right before us.

We can logically conclude that music has a very definite, three-fold value in constructing our programs. First, it undoubtedly arouses a feeling of community pride in school musical organizations, a truer understanding of what these musical groups are striving to accomplish; secondly, the musical numbers may have a distinct educational value—bringing to our members an acquaintance with some of the masterpieces of musical literature; and lastly, it certainly serves to create a friendlier feeling among the listeners, particularly the singing together, and after all, what better results could be wished for, at the conclusion of a meeting, than to have the members of an association disperse with the feeling, "I have spent a profitable afternoon or evening among my friends."



*Mothers' Quartette—Wiley Parent-Teacher Association, Raleigh, N. C.  
(Left to Right) Mrs. Stancill, Mrs. Finch, Mrs. Richardson, Mrs. Creekmore.*



# Problem Parents

BY GARRY CLEVELAND MYERS, PH.D.

*Head Division Parental Education, Cleveland College,  
Western Reserve University, Ohio*

## Parents Who Make Themselves Their Children's Slaves

OUR school books tell us that the days of slavery have gone. Nevertheless, slavery still survives. Among the modern slaves are parents whose children are their masters.

A few parents have become their children's slaves because their children proved to be superior in will power, intellect, and cunning. Most parents have, however, gone into voluntary servitude.

How frequently there comes from parents the complaint that their children do not properly defer to them, honor or respect them. How often do we see evidence of such disrespect. What may surprise us most is that those parents who have made the greatest sacrifices for their children are the very ones whose children honor them the least. I once received a very touching letter from a mother, who asked how long a child must be exposed to models of unselfishness before she will begin to imitate. Said she, "We have given up everything for our girl of twelve, but every day she seems to grow more selfish."

Several thousand other parents are as greatly puzzled as was this mother. Is it not reasonable to expect children to imitate the good traits in their parents? Yes, as a rule, it is. But when a parent is always giving up for her children, the children always are receiving. They have their wishes gratified through their parents' self-denial. The more parents deny themselves for their children, the more their children's selfishness is fed. There grows in the child a habit of expecting his parents to give up to him. No, we do not make our children unselfish merely by our own unselfishness to them; instead, we make them grow more selfish. We may set before them good models, as we let them see us giving up for *others*,

giving up when *they* are not rewarded by our sacrifices. If you want to teach your child unselfishness, help him to see the pleasure which *other people* get from your self-denials. Lead your child to give up for others and for you; and then help him to get a large amount of satisfaction from his giving up. Educate him literally to realize that "It is more blessed to give than to receive." Of course, you and I know that such blessedness can come only after a long, long struggle by the child in self-sacrifice and after constant efforts by his parents to follow his victories in self-denial by pleasures; to celebrate his success.

When you and I reflect a moment on this problem, we are sure to come to the conclusion that, as a rule, those parents who make the greatest sacrifices for the children should *expect* to be least honored by their children. It is not reasonable to expect masters to defer to slaves. We who make ourselves our children's slaves must expect to be treated by them but as slaves. Why should we look for consideration from our children after we have, during their whole lifetime, trained them to hold us in strict servitude? Why should we suddenly feel wounded by the natural expression of a thankless child? Why should we so ruthlessly condemn the child who dishonors and neglects his parents? We see evidences of such dishonor around us. We see the most lovable parents literally insulted by their grown-up children. The more lovable these parents the more, of course, we are disgusted by their children's disrespectful attitude. We say of them, "They ought to be ashamed of themselves"; and so they ought. Nevertheless, these children are, for the most part, the product of their parents' teaching.

Of course, no conscientious mother purposely sets out to teach her children to dishonor her. She does it unawares. Her very spirit of self-sacrifice may motivate her to teach her children to be selfish. Here is one more bit of evidence that conscientiousness and loving kindness in the parents do not always guarantee good parenthood. Intelligent guidance of the child from his birth is needed also.

Now let us look more closely at some of the ways in which many modern parents are inclined to make themselves their children's slaves. The average parent fails to distinguish between sacrifice for the child's health and moral growth, and sacrifice to gratify his temporary whims and appetite for self-indulgence. We parents cannot begrudge our self-denials made to develop good health habits and good moral habits in our children. We are glad to have stayed home night after night, one or both of us, for months and years, denying ourselves social contacts and recreation, in order that the baby should be put to bed on time, should not be exposed to diseases, and should not become too much excited; glad to have sent our "regrets" in answer to an invitation for the family to go to Uncle Arthur's for Thanksgiving dinner, to avoid breaking Baby's good habits of eating, sleeping, and elimination.

We counted it no hardship to sit up at night through the measles or the mumps. Where is the father or mother who considers it too great a hardship to have cared for children during illness?

But the same parental kindness which makes us willing to sacrifice for the health and moral welfare of our children, induces us also to make sacrifices for them which do them moral harm, and which frequently cause them to lose respect for us.

I remember that on one occasion, when my youngest child was five, I cut an orange for him. "It is pithy; Daddy will eat this one and get you another," I said, meaning that the first orange was not wholesome for him. "Yes, yes," was the prompt reply, "That no good; *you* eat that, Daddy, and get *me* a good one." A whole history was revealed by that remark. I also must con-

fess to memories of having said, "I don't care for my desert," when I knew a second helping would delight my little child. I can even remember when that child once actually asked me if he could have *my* pudding, too! But I was not nearly so unselfish as I may have seemed. I was enjoying the immediate delight of giving temporary pleasure to the child. But as I continued giving up to that child there came a time when self-denial was felt by me and when I was compelled to give up without evidence of any appreciation of it from him. At first we do little things for the child just to see him pleased. We keep on doing them until we have taught him the attitude of "me first" and have kept him from learning "after you." Long after the child can walk alone we let him step through a door ahead of us. The average adolescent youngster, out of habit, lets his parents follow him as he goes in or out.

Many a proud father will compel a cut upon necessities in the family budget in order that the boy or girl who is his pride may have luxuries. Many a mother denies herself the clothes which would make her feel reasonably comfortable among her associates, so that she may dress her high school daughter as well as the children of the more well-to-do with whom she mingles. Call to your mind the scores of mothers bending over washtubs rubbing their daughter's garments, standing in the kitchen ironing their girl's dresses, and pressing their son's trousers. Then in your fancy hear some of those beautifully dressed young ladies, or those handsome lads finding fault with their mothers for not having laundered the dress exactly right, or for not having put the crease in the trousers the proper way.

Imagine some of these attractive youngsters scolding their mother for not having got them up on time that morning after she had called them perhaps twenty times. See the patient mother at the dinner hour; hear her ask her adolescent boy in an anxious and apologetic way if the fried potatoes suit his taste, or if he likes the pumpkin pie. Hear another lad complain about a particular food, and see his over-zealous

mother jump about as if she really were a slave, to please her master and to find something her "dear boy can eat."

Many a slave has felt and shown far less fear of disapproval of his master, than do some parents feel and show toward their children—fear of being "scolded," fear that they may arouse their children's wrath. Some parents will resort to the most extreme humility before their children to avoid complaints or angry looks from them.

If it is a choice between a new coat this fall for mother or for daughter, mother wears last year's coat. If the parents have had an engagement for the evening, announced two weeks ago, and suddenly the daughter, who is counted on to keep the baby, has an invitation to go out, out she goes.

Dad and Mother have planned to use the car this evening, but the boy of sixteen wants it and the parents stay at home, so that their "precious boy" will not be disappointed. Any day, on a trolley car, you can see a youngster six or eight years old sitting while his mother stands beside him, hanging to a strap.

The rent is due; gas and light bills must be paid and the bank account is low. Half a dozen young folk have dropped in. Pretty soon the lad of fifteen gets an idea. He is going to take them to the corner drug store. All are ready, when the boy feels the need of cash. "Dad, let me have five dollars, will you?" The father meekly hands it out to avoid the boy's rebuke and the disapproval of the other youngsters. That boy-bandit forced the money from the father almost as if he had stuck a gun into his face. Two weeks later, at midnight, that same father called up a psychologist for advice on how to get his boy, who had run away from home, to return. The immediate cause was the refusal of the father to accede to the boy's most unreasonable demands. But the boy's leaving home did not occur that night. For months and years his father had been training him to leave.

Tragedies of the foregoing types could nearly always be averted if parents would train themselves early not to give up too much to their children; if they were to decide definitely not to gratify nearly so many

of their children's wishes; and if, furthermore, they were to train their children in the wise use of money, take them into confidence concerning the family budget, and show them what the limits are beyond which expenditure upon themselves cannot be permitted. Parents who allow their children to spend from the family income upon themselves, far more than that income warrants are doing their children serious moral harm.

A certain boy learned in his early childhood that his parents never would deny his requests for money. Sent off to school, he squandered time and cash. Again and again he wrote and wired his father for more money. A check was always sent post-haste, sometimes at a great sacrifice. The boy failed in school, returned home, and there went on holding up his father for more and more money. He landed jobs away from home but never succeeded in paying his own expenses. Sometimes the other children of the family were called upon to give of their earnings to help this spendthrift out, or their budget for necessities would be cut. The parents worried days and nights over bills which had to be met. They denied themselves simple comforts to make ends meet. That son was constantly a financial drain upon his parents' purse. He became a fairly successful salesman, and finally married. He bought furniture and a car, for which his parents finally paid. When the first baby came this son had the hospital bill sent to his father, and that foolish father paid at a tremendous sacrifice the entire amount, without a word. That pair of old parents who labored and sacrificed, are now almost penniless. Their son had squandered a good-sized fortune, and had become a human parasite. Is he grateful now? Not at all. For his parents he has very little genuine concern. He has no money now with which to help them nor would he be likely to help them if he had. He is a fair example of the product of an unintelligent parental love.

One parent may have in mind a very definite purpose to cultivate independence and responsibility in the child, and the other parent may agree to the desirability of such a program but may not have the

strength of character to stand by it. In consequence, the child hardly measures up to the lowest level of the parent with the lowest standards.

It does no good to tell children they *ought* to appreciate us, *ought* to honor and respect us for what we do for them. Children respect their parents, because they have learned in a thousand little ways to do so, and not from parents' oughts. Nevertheless, each parent can lead children to discern self-sacrifice in the other parent. I well remember having often heard my mother tell us children about the specific ways in which our father denied himself for us; having heard my father tell us of the many sacrifices mother made on our account. Each, unawares, seemed set on leading us to esteem the spirit of unselfishness in the other parent. So far as I can figure, each of us six children has a very fine regard for our old parents who, thank God, are still alive. If there is any virtue in our feeling of respect, all glory to the father and the mother who helped us from early childhood to acquire a healthy attitude toward them.

If your daughter of high school age were to come home tomorrow night and say, "You look tired, mother; you have had a hard day. Go sit down, and let me get the dinner," you probably would faint. Nevertheless, the girl who does not so act, at times at least, toward a weary mother has not been well reared.

About nine out of ten mothers do their own house work. Some of these give their children, boys or girls, no opportunity to help at all. They do everything; their children nothing. A few tell their children they should help, or complain to them because they do not, or call them ungrateful, without providing ways by which they can learn to help.

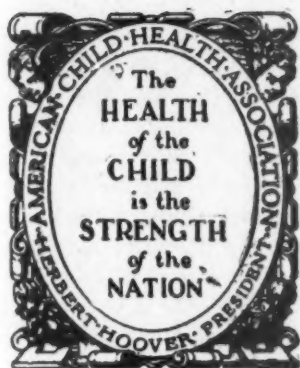
The child over seven or eight years of age, whose mother does all the house work, is missing valuable moral training unless he or she is assigned some very definite jobs, with added ones as years go by. Such training is as important for the boy as for the girl. Without argument, let your children share some of the home burdens. When they volunteer to do more than the tasks assigned, express strong approval. Don't tell them that by not helping they do not show appreciation. Give them definite jobs and see that these jobs are done. Make these children feel they have contributed a valuable service to the home.

Let us as parents begin with the baby, encouraging him to do what he can for himself, and let us not make *unnecessary* self-denials. Let us not give up merely to gratify the baby, or the older child's selfish whims. Let us make our children independent of our care as soon as possible. If we would have our children honor and respect us, let us not do too much for them. Let us be very careful lest we make ourselves our children's slaves.

## Education

**A** LITTLE three-year-old girl tries to sew dresses for her dolls. She takes a few stitches which are certainly far removed from works of art, and her mother comes to her and says, "Do you know, that is a very good beginning. Now, if you take a few more stitches like this" (showing the child), "then you will have a beautifully dressed doll!" Such a mother, by encouraging this child in its efforts, giving it new fields to conquer, appealing to the child's ability to do more, is preparing the way for a "talent." Contrast another mother whose three-year-old daughter makes the same clumsy stitches in a doll's dress, and is met with, "For heaven's sake, don't bother with that needle! You'll only prick yourself! Little girls can't sew dolls' dresses!" In the first case the child is encouraged to find new combinations, new colors, new models, and develops its technic because its efforts are met by encouragement and applause. The second child loses all desire for activity in which its clumsiness is held up as a cause for shame and punishment. The first develops a talent. The second will complain all her life, "I have absolutely no talent for needlework!"—*Dr. Alfred Adler in Harper's*





# The First Right

## To Be Born Under Proper Conditions

BY CLARA E. HAYES, M.D.

*Staff Associate, Medical Service, American Child Health Association*

*This is the first of seven important articles based on The Child's Bill of Rights.—EDITOR.*

**I**NFLUENCES which affect vitally a child's possibilities of being born under proper conditions begin long before his birthday. If all babies were born perfect and if their future depended wholly on conditions and factors which became operative at the moment of birth, their chances for life, health and the pursuit of happiness would be greater than they are. But life has not been so ordered.

Heredity, a factor which is fully determined before birth, a power which has vast influence in the entire life of an individual but in which he has neither voice nor choice, must be considered. While a child's *heredity* extends back through the generations, his parents have it largely in their power to determine his physical *heritage*. There are things which affect a child's condition over which they have control and for which they are responsible. These factors are their own physical fitness before con-

ception (the beginning of a child's existence before birth) and performance of the measures during the prenatal period (between the time of conception and the birth of the child) that will help to insure his physical perfection.

Physical fitness of prospective parents applies to both mother and father up to the time of conception and to the mother during the prenatal period. We understand physical fitness to be not merely freedom from disease but a positive state of health

and efficiency in which mind and body act at their very best and which depends largely upon sane and wholesome living through all the previous years. To be physically fit, of course, one must be free from disease. Being free from disease, yet not in a state of positive health, parents may fail to give to their child the *best* physical heritage although he may not be seriously handicapped. But parents suffering from disease may

### The Child's Bill of Rights

**T**HE ideal to which we should strive is that there shall be no child in America:

That has not been born under proper conditions

That does not live in hygienic surroundings

That ever suffers from undernourishment

That does not have prompt and efficient medical attention and inspection

That does not receive primary instruction in the elements of hygiene and good health

That has not the complete birthright of a sound mind in a sound body

That has not the encouragement to express in fullest measure the spirit within, which is the final endowment of every human being.

HERBERT HOOVER

*President*

American Child Health Association

pass the disease on to a child, or, because of their condition, may greatly impair his vitality, robbing him of one of his very important birthrights and causing him to be born under decidedly improper conditions.

Childbirth and nursing, while altogether normal functions, are naturally more or less of a physical strain from which time is required for the mother to recover. When pregnancy occurs before there has been complete regaining of strength from a former one, a greater loss of strength and vitality will result, and if this happens repeatedly the health of the mother and the vitality of children born afterward may be endangered. In order that this may not happen, there should be time enough between pregnancies for the mother to fully regain her strength.

Those who are mentally unfit, either from mental disorder or mental deficiency (feeble mindedness) should be protected by the state through segregation or other approved means from the possibility of becoming parents, because of the probability of passing on their mental abnormality to their children and of their inability to give a family proper care. It is known that feeble mindedness is passed on from one generation to another and that there is a tendency toward mental disorder in descendants of persons suffering from such affliction.

#### SOURCES OF PRENATAL INSTRUCTION AND CARE

In 1910 the Bureau of the Census gave us the first detailed tables of deaths of children under one month of age and it was found that many occurred during the first week of life. From a study of these early deaths it appeared that the cause of many lay in the prenatal period. Statistics for the period from 1915 to 1920 for the United States Birth Registration Area showed a large and increasing death rate of mothers from causes relating to childbirth. The rate in this country for 1920 was the highest among all nations for which recent statistics were available.

These facts stirred our Government to activity resulting in the passage by Congress of the Maternity and Infancy (Shep-

pard-Towner) Act of 1921, the purpose of which was the promotion of the welfare of maternity and infancy. Provision was made for the Act to be administered by the United States Children's Bureau and it is to the Children's Bureau that credit must be given for stimulating the nationwide realization of the need of better maternal and infant care and for continued assistance to the states in their efforts to provide it. Immediately following the Sheppard-Towner Act, bureaus of child hygiene were created by state departments of health and appropriations were made by state legislatures to meet the national government's allotment to the states. Large cities established divisions of maternity and infancy and unofficial agencies, those not under government direction, began similar work.

#### PRENATAL MEASURES

The need of a thing must be felt before it will be voluntarily sought. Knowledge of the measures possible in the prenatal months, which will help to insure the baby's physical perfection, will be sought by parents only when its need and value are realized. So the first step in preparing for the child is the education of parents to the need of prenatal care. This education was started by official health agencies and has been carried on by both public and private agencies, by public health workers in every field, by newspapers, magazines and, radio, study clubs, farm bureaus and religious organizations. Groups have been organized for the sole purpose of parental and preparental education. Such an organization is the National Council for Parental Education, through which the results of scientific research are interpreted and passed on to the constituent national groups and from them to smaller study groups, in this way reaching thousands of parents.

State divisions of child hygiene issue series of letters giving instruction to expectant mothers and free booklets giving in simple, non-technical language the approved and best instructions for the expectant mother. Their especially trained physicians and nurses conduct classes for mothers through which instruction and demonstra-

tions are given on the care of the mother's health during pregnancy, the preparation for home confinement, the care of the new born baby and the things he will need. Public health nurses give instruction and help to mothers whom they visit at home.

With a realization of the need of prenatal care the means of obtaining it will be demanded. The facilities for meeting the demand should come from two sources: first, from the medical profession, for all parents who can pay for service, and second, from national, state, county and city governments, for all parents who are not financially able to pay for medical care. Physicians are gradually giving more attention to prenatal education and care, and through the efforts of governmental agencies to meet their obligation, health centers for mothers and babies have come into being throughout the rural parts of the United States and in all of our large cities, where both information and personal care are available. Hospitals and other unofficial agencies also, especially qualified for this kind of work, are giving excellent service.

#### WHAT IS PRENATAL CARE?

In 1925 a committee chosen among the foremost specialists in the United States in work pertaining to maternity, prepared "Standards of Prenatal Care" for the Children's Bureau, which describes the care every expectant mother should have, whether it be from her private physician or from one in charge of the health center which she attends. These standards advocate that at the first visit to the physician there should be a record of personal history including former illness, character of other pregnancies and labors, a complete physical examination including pelvic (hip girdle) measures, and careful instructions in the hygiene (measures for promoting health) of pregnancy. The last includes diet, exercise and recreation, rest, care of the skin, bowels, kidneys, teeth and breasts, the hygiene in the home and preparation for confinement. Not the least important is mental hygiene through which the mother's mind can be put at ease on many questions that worry her.

The expectant mother should be examined by a physician at least once a month during the first six months, then every two weeks or oftener, preferably every week, in the last four weeks. A properly qualified nurse working with a physician may assist in the observation of the mother. At each visit to the physician her general condition should be investigated, blood pressure taken and recorded, urinalysis (examination of the urine) made, pulse and temperature recorded, and the weight taken. Every prenatal center or clinic should be prepared to give this amount of supervision. It is understood that no official clinic or prenatal center shall give *treatment*.

"Standards of Prenatal Care" states that pregnancy is a physiological condition but that it may quickly become abnormal. It is therefore necessary to instruct each expectant mother at her first consultation, to report *at once* to her doctor anything that may cause discomfort, especially the following symptoms:

- Continued constipation.
- Shortness of breath.
- Acute illnesses, especially colds, sore throat and persistent cough.
- Recurring nausea (sick stomach) or vomiting.
- Disturbances of sight.
- Dizziness.
- Pain in the stomach region.
- Swelling of face, hands or ankles.
- Changes in the urine or in the act of urinating.
- Severe pain in the lower abdomen.
- Vaginal bleeding (resembling menstruation), even the slightest.

A very important part of prenatal care is the arrangement for medical and nursing care during confinement. In order that accident to mother or child at time of birth may be prevented, hospital care should be provided for all abnormal cases; for mothers who are to be confined for the first time, if possible; and for those whose home circumstances would make confinement at home dangerous.

#### RESULTS TO BE EXPECTED FROM PRENATAL CARE

Benefit to both mother and child may be expected as a result of proper care of the expectant mother, for that which benefits the mother will indirectly benefit the child

both before and after birth. For mothers we may hope to—

- Improve the general condition.
- Prevent many serious and fatal cases of kidney diseases.
- Prevent loss of life resulting from miscarriage.
- Prevent injuries to and deaths of mothers, by early discovery of conditions which require surgical treatment or hospital care, and securing such care at the proper time.

For babies we may hope for—

- Prevention of premature birth.
- Prevention of injuries at birth.
- A better chance for normal development, especially for the foundation of a good bony framework and sound teeth.
- Prevention of inherited disease.
- A better chance of being nursed by the mother, which is a life-saving provision.

#### A WELCOME FOR THE BABY

It is every baby's right to be welcome when he comes into the world. He is entitled not only to proper preparation for his arrival but to loving care after he comes and to all of the things necessary to his normal growth through the years of his dependence upon others. Wisely directed parental love is an important factor in the nurture of a baby and helps to make possible the sacrifices that must be made for his physical welfare, his happiness and the normal unfolding of the infant mind. But these sacrifices are not without their reward. For the provision of the physical necessities and the tender care that keep a baby comfort-

able and happy, he gives so much of sweetness and affection and confidence that any sacrifice is repaid a thousandfold.

#### SOME REFERENCES ON PRENATAL CARE

"Getting Ready To Be a Mother." Carolyn C. Van Blarcom, R. N. Macmillan Company, New York. 1922. 236 p. \$1.50.

"Prenatal Care." U. S. Children's Bureau, Washington, D. C. 1921. 41 p. Single copy free.

"What Builds Babies, Folder No. 4." U. S. Children's Bureau, Washington, D. C. 1925. Single copy free.

Free publications on this subject can be obtained from all Divisions of Child Hygiene, State Departments of Health.

"A Fair Chance for Your Baby and You." Twelve helpful Talks. New York Maternity Center Association, 578 Madison Avenue, New York City. 20 cents.

See American Child Health Association list for parents, nurses and doctors.

#### SUGGESTED TOPICS FOR DISCUSSION

"Prenatal Care, a Mother's Duty to Her Child."

"Positive Health for Fathers."

"Positive Health for Mothers."

"Handbook on Positive Health." Nine authors. Women's Foundation for Health, 370 Seventh Avenue, New York City. 1928. 200 p. \$1.50.

"Byways to Health: Detouring the Scrapheap." Thomas D. Wood, M.D. and Theresa Dansill, A.M. D. Appleton and Company, New York. 1925. 198 p.

"Health Examination Before Marriage." Hospital Social Service, June, 1928. Cornwall Press Building, Cornwall, New York. 35 cents.

"The Work of the Children's Bureau." An account will be found in "The Children's Bureau," published by the Bureau, 1928. 14 p. 5 cents. Available from U. S. Government Printing Office, Washington, D. C.

"The Work of Your State Division of Child Hygiene." Information in Annual Reports of State Department of Health.



## The Summer Round-Up of The Children

### Accomplishment

	1925	1926	1927	1928*
Number of Children				
Examined .....	1,129	6,337	13,768	19,048
Number of Defects				
Discovered .....	2,693	9,668	17,768	39,346
Number of Defects				
Corrected .....	599	4,184	6,262	11,898

\* As of December 31, 1928.





*The Children's Room, Cleveland Public Library—"A Power-House of Education."*

# Reading for Leisure

BY SARAH BYRD ASKEW

*Public Library Commission of New Jersey*

NOTE.—This is the sixth paper in the program on The Wise Use of Leisure. See page 31, CHILD WELFARE, for September.—J. W. FAUST, *National Chairman of Recreation*.

THE greatest gift we can give our young people is an abiding taste for and delight in reading. That person who has never felt the charm of a great book has missed one of the greatest and most beneficial pleasures of life. Books of inspiration and romance are in the best sense an interpretation and an expression of life. As a child said when told fairy tales were not true, if they are not true to *fact* they are true to *truth*, which is a far greater thing. In their appeal to the feelings and emotions they re-create that sensitive and vital part of us that makes us generous human beings with broad horizons. We gain far less from concrete details than from the training and enriching of imagination and emotions—reading rightly in our leisure brings vision, and without vision there can be no attainment. Romance for young people is a great developing power. To read books from a sense of duty kills the very essence of their value. We must create a love and a desire for them. Pure literature is as important to life as pure food—in cultivating this love for leisure reading, give the child the books he wants to read, something which moves, something that flows

steadily forward with a certain liveliness, sympathy, conversation, but give it to him in a book which will aid in development.

Let us read, and teach our boys and girls to read, books which give a perception of the beautiful and train the imagination. This imagination is often warped because it is treated as a kind of incipient madness. Imagination leads us out of the commonplace. In field, shop, store, office, forum and home it rules the world because it is the creative force of the mind and heart. Teach them to see pictures painted with words. Many famous people have told how certain words that were associated with certain stories always brought to their minds beautiful pictures. Pierre Loti has told how the words "the colonies" always brought to his mind a blue sky, a white beach, green palms and a wide expanse of ocean with a golden sun and how after many years he found that this word had been used in an old story his mother read him when a child. Visual instruction is a wonderful thing but it is a more wonderful thing to teach children to visualize from words. When a child is small this can be done through story mediums. There is an

old legend that the sands of the desert keep and hold pictures of all that pass over them, to give them back to those who can see beyond the veil. That is surely true of the child's mind. We want beautiful pictures printed on this film.

One of the greatest methods of training in reading during leisure and in conserving time so that we may have leisure to read, is the habit of working toward a half hour to read aloud in the home some book which has a charming story, good language and in essence is what we want our boys and girls to like. We must first like reading ourselves, because you cannot kindle a fire without some spark to light it.

We want to train our boys and girls not so much by precept as by surrounding them with the best, so they may have the pleasure of free choice. A taste for good literature is more often a result of cultivation than a gift of nature. In the early years of a child this cultivation is the easiest and the roots grow deepest. We want to secure a stable and pure taste for things of beauty and of truth and a basis of judgment for right and wrong. Then let them read without supervision, as we should love to read. Some children are ear-minded and some are eye-minded but require pictures to visualize. We can teach *all* of them to be print-minded and we must do so because for many years it will be print that will open to us the great store house of the world.

How can we lead our boys and girls to read during their leisure and treasure leisure for reading? Why, by doing it ourselves! Make books as much an everyday part of the home, as the furniture—and more necessary. Talk of books in an intimate way.

The discussion of books adds greatly to their interest and their worth. For many years a group of women have met together once a week to mend, while one in turn reads aloud. The others of the group do her mending. These are busy housewives, professional women and one or two women of the so-called leisure class. The books chosen vary widely. Among them were *Wuthering Heights*, *The Newcomes*, *Bridge of San Luis Rey*, *The Cardinal's Snuff Box*, *The Heart of Mid-Lothian*. There is

always one poetry night a year and sometimes the high school daughters have slipped in to the reading and joined in the discussion.

At a charming camp in the Adirondacks where men and women, boys and girls and little children gathered every night around the camp fire some one reads aloud. O. Henry, William Beebe, Algernon Blackwood's weird stories, Indian folklore, all were grist to the mill.

At a summer school in a seashore resort, under a big umbrella on the beach, twice a week a party met to read poetry, nature books, short stories, all unusually lovely things to match the sky, the water and the far horizon.

When is leisure? Any time we make it. My old grandfather used to read to me when I rode behind him on horseback over a big plantation. I knew a little girl who made a rope and pulley arrangement to roll the baby in the open air so she could read while she tended to little sister. I knew a woman who always read when she watched the children at play, so that one day when a visitor took her place a tiny boy crawled over and gravely produced a book for her from the table. A boy in a cotton mill had five minutes between shifting loads and he kept a book by him for that time. He said he thought it over while he shifted loads. "Why," he said, "think of what that five minutes means to me!"

One mother said that she had the oldest girl gather her crew of seven children together and read to them for fifteen minutes before the evening meal. She said it made for much peace of mind and interest of conversation at the table. The children drew lots for which should choose the book.

Another mother talked over the books read with her daughter as they washed dishes together. "Two make so much quicker work that we can gain leisure to read a little every day, even though my daughter is a busy stenographer," she explained. What did they read together? A little poetry, a short story that seemed unusually good, some of the good old things that neither had read. One thing led to another. They say they are going to read Strachey's "Elisabeth and Essex" now

because they read "Kenilworth" together a year or so ago.

For a family to spend some of its leisure together is a wonderful thing and to spend it together with an interest that binds, with something to discuss, with the same visions, the same listening to the stirring beyond the ranges, solidifies that family as nothing else can. Let's bring back the center table for reading together for at least a half hour a day or if not that, for an hour a week. A mischievous, freckled-faced boy suddenly said, "I've got to beat it home." "Why?" his playmates yelled. "Why, this is the time at home we tell about the books we've read this week, and I've got a peach this time to tell 'em about. 'Highwaymen' and it's some story. I bet you dad will like it." I bet you dad did and it kept dad young and mother too and gave them all that vicarious stirring of the blood so good for us in a machine made age. It gave sister a taste of a real good boy's book instead of the diluted stuff of some of the so-called "good" girl stories. Why isn't it necessary that girls have honor towards all, courage, endurance, a sense of adventure and "derring do," as well as boys?

Girls' books have not kept pace with the changed outlook of women. They still often make of the heroine a dressed up, precocious, unbearable prig.

Let's train ourselves and our boys and girls to feel that reading is such a great pleasure that we must work and contrive to get the leisure to read and that this leisure is so precious that we must read the best, so that not one moment of it will be wasted.

You say your child doesn't like the books you give him. Then study his likes and dislikes and give him that which he does like in the best form possible. Interests are governed by the type of mind, and that shows early. Some are of the intellectual type and some are motor-minded. It is not always possible to make a well rounded mind but we can at least develop that side which is least emphatic so it won't be an absolutely one-track mind. Care should be taken, however, that you don't ruin your child's mind by forcing it in a different channel. Don't stunt the real bent while cultivating the others.

There are many aids to selection of books for both grown-ups and children. The "Boys' and Girls' Bookshelf" is excellent for young people and if they are allowed to choose their own books from this list, or some other equally good, they will read with far more pleasure than if the books are selected for them.

This would be a fairly good substitute for seeing and handling the books themselves. To help you guide your boy and girl, go back through the pages of CHILD WELFARE MAGAZINE

and reread some of the articles on children's reading. You will find some books that will aid you listed in the article on "Children's Reading" in the October issue. Some of these tell about books and some give you a feeling for children's books. Borrow these from your public library and get your librarian to advise with you. For older boys and girls Becker's "Adventures in Reading" is capital.

#### PROGRAM

Roll Call. Responses, "A book I would especially like to read."

Song: "Hark, Hark, the Lark at Heaven's Gate Sings." (If a Victrola is available this record is lovely.)

Paper: "Leisure for Reading," by Sarah Byrd Askew.

Discussion: (a) How can I get leisure to read?  
(b) Reading as a recreation.  
(c) Reading to increase enjoyment of other forms of recreation.

Reading: Shelley's "Ode to a Skylark."

If possible have on exhibition Breton's picture, "Song of the Lark," Lamb's Tales from Shakespeare open at "Cymbeline," from which "Hark, Hark the Lark" is taken; Carpenter's "Stories Pictures Tell, Book 7."

Also, get your librarian, or if you have no library, get your State Library to send you for exhibition a small collection of books to read for recreation, about a dozen for adults and a dozen for boys and girls. If the library or the State Library is willing to make for you for distribution a list of aids to enjoyment and selection of books, it would be an excellent thing and possibly you might be able to secure also a few of these aids to put on exhibition.



# The Book Shelf

BY WINNIFRED KING RUGG

"**T**HE INFERIORITY FEELING," by William S. Walsh, M.D. New York: E. P. Dutton & Co. \$2.50.

"Your Children," by Muriel Wrinch. New York: F. A. Stokes Co. \$2.00.

"Facing Life," by W. H. P. Faunce. New York: The Macmillan Co. \$2.00.

"The Boy Who Was," by Grace Taber Hallock. New York: E. P. Dutton & Co. \$2.50.

\* \* \*

So much random talk is scattered abroad about the "inferiority complex" that it is satisfying to come across a book like Dr. William S. Walsh's, *The Inferiority Feeling*, and find the subject handled seriously yet simply. Dr. Walsh does not consider a feeling of inferiority matter for a joke. Such feelings he believes are very common, and often a handicap, causing failure, discontent and misbehavior.

A large part of Dr. Walsh's book deals with childhood, for the reason that psychiatrists have become convinced that the foundation of a feeling of inferiority is laid very early. As a child emerges from his infancy he notices that the persons around him are bigger, stronger, more competent. He is often told that he has done wrong or made blunders. Outside of his home he finds those who make a better appearance than his own family, have more money or position. If he has any physical defect his schoolmates comment upon it. Continually he is led to compare himself with others, and frequently the comparison seems to be against him. By the time he is grown up he has been forced to make adjustments of some sort between his desires and his feeling of dissatisfaction with himself. Often those adjustments are good, often they are not. The more intelligent the person, the more he is likely to be affected by an awareness of deficiencies. What Dr. Walsh has tried to do is to show how young people may combat inferiorities, acquire balance and peace of mind.

Although his book is a popularization of a technical subject the author strongly insists that it is not "a literary salad," that he has based it upon years of actual contact with persons suffering from mental handicaps.

\* \* \*

Muriel Wrinch's object in writing *Your Children* is to impress mothers with the terrific importance of their job. Perhaps it is almost too overwhelming to be warned that children are the important members of the family and that parents ought to take a back seat; perhaps some of us feel that, as it is, parents are too much in danger of being entirely submerged. Probably Mrs. Wrinch is only overstating her thesis in order to keep mothers eternally mind-

ful of their responsibilities. Her book deals with the ages from one to four, with the creating of good habits in those years, and the frustration of bad habits, with ways of arousing a little child's interest in the processes that he needs to learn and the ideas that will help to make him a useful member of society. Yet even more than about children, Mrs. Wrinch writes about the mental attitude of mothers. There is a large amount of sound advice in her book, but the mother who reads it ought to reflect that in the ideal world both the young and the old have rights. It by no means lightens the mother's task, to see that all such rights are justly preserved.

\* \* \*

Out of his long experience with young men and young women, William H. P. Faunce, former President of Brown University, has drawn the material of a wise and heartening book. It takes the form of brief, concise talks to young people, none of them filling more than four pages, and all together covering a wide range of topics. Dr. Faunce talks about a freshman's attitude toward his new environment, about the broadening intellectual horizon, the growing faith that should come with added years, the problems of life that crowd upon a student, and finally the attitude with which a student can safely attack the problems facing him upon leaving college. Dr. Faunce has the faculty of saying much in little; he has clearness of vision and simplicity of diction and has put the gist of his experience and thought into a cogent form that makes his book a good gift for boys and girls who are going away to college, or to work. It is, indeed, helpful for all who are facing life, old or young.

\* \* \*

One of the most attractive books for children that has appeared this season is *The Boy Who Was*, by Grace Taber Hallock. This story of the ancient Italian town of Ravello tells history in a way to appeal to any boy or girl who has a trace of imagination. A young goatherd called Nino is the central figure, a kind of incarnation of the boyhood of all ages. Through Nino's eyes we see Odysseus, bound to his mast, safely passing the rocks where the blue-haired Sirens sing; we see the Phœnicians voyaging with scarlet sails to Britain to obtain tin; we see Romans and Goths, Normans and Saracens. There are stories of the Children's Crusade, of Guelphs and Ghibellines, of pirates and bandits.

The best of it is that these stories are told in words of color and beauty, without sentimentality or prosiness. The distinguished illustrations are by Harrie Wood. It is a book that I should be pleased to have any young friend of mine read, and if he liked it, I should be pleased with him.



# As Others See Us

BY ELIZABETH K. KERNS

LAST month attention was called to the opinion of a South American journalist relative to the impression Hollywood films are making in his country—impressions which are anything but flattering to the United States. In the following editorial which appeared in the *Philadelphia Public Ledger*, December 30th, the discussion continues:

## DISTORTED FILMS

"Most of the motion pictures shown in South America are made in Hollywood. Members of Mr. Hoover's party heard certain opinions of them that should re-echo in the studios of Southern California.

"Most of these pictures are injuring the good name and the interests of these United States. That is the considered judgment of South Americans. Glimpses of night clubs, gunmen, racketeers, hold-ups, the divorce courts and the gilded sins of society are not doing Uncle Sam any good down under the Southern Cross.

"These pictures are giving the Latin-American masses a totally distorted and entirely unfair impression of the North Americans. They block the way to any real understanding between the continents.

"Colonel Lindbergh's good-will tour of a few weeks did a vast amount of good. Mr. Hoover's journey is of immeasurable value. But they come and go, while the distorted, misleading and hectic films are shown night after night and year after year to our Latin-American neighbors.

"Mr. Hoover can do nothing about it. The State Department is helpless. However, the Czar of Moviedom, Mr. Will Hays, might be able to do something toward bettering the reputation of the United States in Latin America. He can, at least, present the situation in its true colors to the motion-picture industry."

The last paragraph should be indelibly stamped on our minds as it is a very severe arraignment of a lack of domestic authority.

The facts stated are not pleasant, neither are they to our credit. Responsibility can always be placed where it belongs and surely the conditions mentioned demand it.

The Federal Trade Commission is endeavoring to have its decisions against some of the practices of the "industry" legalized through the courts of law, and it is finding it has no mean task when it combats big business. Big business considers big business only. Ethics or morals, as related to Public Welfare and which pictures could greatly benefit, are things seemingly beyond the understanding of producers. The motion picture is a matter of Public Welfare because of its popularity, its easy accessibility, its overwhelming influence and the fact that pictures with standards of decency and good taste are so far in the minority; that jungle and underworld manners and methods are displacing the refinements of civilization.

South America is not the first to assail pictures made in this country. Criticism has been leveled at them in the Orient for a number of years. Frequently, countries in Europe have refused permits to show particular films and in some cases the entire output of a producing company has been banned as a matter of discipline. The Federal Motion Picture Council in America, Inc., has made a comprehensive study of the influence of American films in foreign lands and can speak with authority on the subject, for its information has been gained first hand. When this organization endorsed the recommendation made at its recent conference for "the supervision of the Department of Commerce of all exported films" it was done with the understanding that comes from study, knowledge and experience.

Organizations with time at their disposal should do more than scratch the surface of motion pictures. The so-called "public" is busy with its daily affairs in which economic pressure plays no small

part. The influence of motion pictures in the decline in standards is usually cumulative. With our South American critic, we, too, "know it is possible to lead the public taste upward or downward." For those who

disregard or deny their responsibility towards Public Welfare in business, there is the recourse of regulation. It is not that others desire to impose restrictions, but that the abuse and misuse of power demand it.

## What to See

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

### Classification

A—*Adult.* Adult pictures are recommended for those of mature viewpoint and experience.

F—*Family.* Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—*Juvenile* pictures are recommended for children under fourteen years.

SR—*Short reels* are for the general audience.

W—*Westerns*, recommended for the family.

\*—*Especially recommended.*

R—*RATING*

A—*Good.*

B—*Harmless, but second rate as to plot and production.*

R	Title	Class	Stars	Producers	Reels
A	Alias Jimmy Valentine	A	Wm. Haines-Leila Hyams	Metro-Gold.-Mayer	8
A	The Awakening	F	Vilma Banky-Louis Wolheim	United Artists	8
B	Captain Swagger	JF	Rod LaRoque-Sue Carol	Pathé	5
A	Conquest		Monte Blue-Lois Wilson	Warner Bros.	7
A	Craig's Wife	F	Irene Rich-Warner Baxter	Pathé-DeMille	7
A	Don't Marry	F	Lois Moran-Neil Hamilton	Fox Film Corp.	6
A	Dying Jungle	SR	Ufa oddity	Metro-Gold.-Mayer	1
A	Elephant's Elbows	SR	Good comedy	Fox Film Corp.	1
A	Give and Take	JF	Jean Hersholt-Geo. Sidney	Universal	6
A	A Glorious Trail	W	Ken Maynard	First National	6
A	The Haunted House	A	Chester Conklin-B. Kent	First National	6
A	Homeless Homer	SR	Oswald the Rabbit	Universal	1
A	Interference	F	Wm. Powell-Evelyn Brent	Para. Fam. Lasky	7
A	The Lion's Roar	SR	Billy Bevan	Educational Pict.	2
A	Lonesome	F	Glenn Tryon-Barbara Kent	Universal	7
A	Man, Woman, Wife	A	Norman Kerry-Pauline Stark	Universal	7
A	Marching On	SR	Charles (Chic) Sale	Fox Movietone	3
A	My Man	A	Fannie Brice	Warner Bros.	6
A	Napoleon's Homeland	SR	Ufa oddity	Metro-Gold.-Mayer	1
A	Prep and Pep	JF	Nancy Drexel-David Rollins	Fox Film Corp.	6
A	Revenge	F	Dolores DelRio-Roy Mason	United Artists	8
A	The Secretary's Report	SR	Robert Benchley	Fox Movietone	1
A	Sixty Minutes from Broadway (Western)	SR	Scenic of Los Angeles	Castle Films	1
A	Son of the West	W	Tom Mix	Film Booking Office	6
A	Steamboat Willie	SR	Walt Disney Comic	States Rights	1
A	Strange People	SR	Life in the Orient	Metro-Gold.-Mayer	1
A	The Trail of '98	A	Dolores DelRio-Ralph Forbes	Metro-Gold.-Mayer	9
A	South Pole Flight	SR	Oswald the Rabbit	Universal	1
A	What a Night	F	Bebe Daniels-Neil Hamilton	Para. Fam. Lasky	7

This list comprises pictures approved by California, Georgia, Iowa and Pennsylvania.

# Safety

Conducted by the Education Division,  
National Safety Council

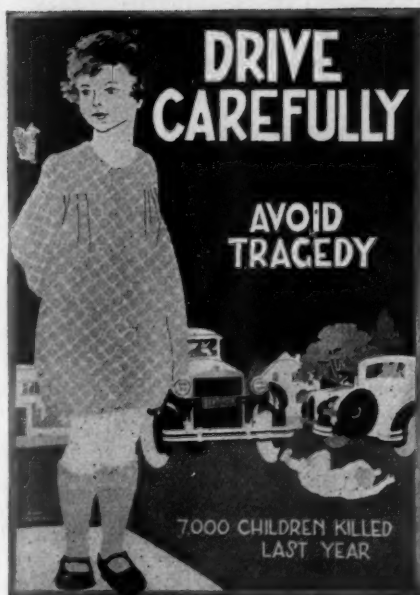
## Are You Safety-Minded?

BY FLORENCE NELSON

**F**OR more than two years this department has been outlining safety programs for home, school and community. If all the suggestions thus given have been followed by any single Association we feel sure that the accident rate in that particular community has reached the irreducible minimum!

With the full program carried by every local unit, however, we know that that highly desirable condition has probably nowhere been achieved. What we particularly deplore is the fact that these pages have been overbalanced with suggestions and have carried so little news as to safety activities which are actually being initiated by the various Associations.

We earnestly solicit your cooperation in making this department a medium for the exchange of ideas. Are you following the safety programs we have outlined? Are they practical and workable? Have you been able to show results in an actual re-



duction of the child accident rate? Can you send us some suggestions which might be helpful to other communities?

Following is a small budget of safety news which has reached us through Mrs. Frederick H. Devere, Associate Chairman of the National Committee on Safety. We hope as the months go by that each of the local units will send reports of their safety programs to Mrs. Devere (677 Park Ave., Auburn, R. I.) who will make official record of them and then relay the news items for publication in *CHILD WELFARE*:

## Notes and News

All but eight states have appointed safety chairmen this year, several for the first time having such chairmen.

Blanks for the three safety surveys, on Home, School, and Community, have been sent upon request to all but six states; 40,000 blanks having been issued.

Completed returns on the surveys have been received from ten states.

Mrs. C. C. Peck, Safety Chairmen of the Oregon Congress of Parents and Teachers, reports that Oregon has started a safety campaign and is already at work on the surveys. Mrs. Peck writes: "I had the surveys mimeographed and am distributing them as fast as possible. You do not realize, perhaps, how much the monthly letters will help. We are looking for them eagerly. I am very enthusiastic over

the work that is being done this year in Oregon by various civic organizations who are asking the cooperation of our P.-T. A. Of course our own locals are active and are becoming 'safety-minded.'"

The Parent-Teacher Association of the Franklin School, Washington, D. C., has started an aggressive campaign to guard children from accidents on school playgrounds and streets. Plans call for a program that will reach all related civic organizations, parents, teachers, children and newspapers.

Safety chairmen of various Chicago Associations together with representatives of the Illinois Congress of Parents and Teachers met recently in the office of Frank Singleton, director of safety of the Chicago Board of Education, to discuss plans for a safety campaign for school children. One of the important activities suggested by Mr. Singleton was the holding of public safety

meetings in each elementary school in the city. The pupils will furnish the main part of the program on these occasions.

Mr. Singleton urged the Parent-Teacher Associations to work for the adoption of the new uniform vehicle law licensing each driver and advocating securing signatures of the 38,000 members of the city Associations, as well as those in the county and state; these signatures to be sent in petition form to the state legislature.

Other steps suggested by the Chicago Board of Education would emphasize law enforcement in the city, place more traffic officers at busy intersections and near schools, install stop and go lights in the same places, and build pedestrian tunnels and grade separations for automobiles and pedestrians.

"With your help," Mr. Singleton told the group of mothers, "we are going to revolutionize safety for school children in Chicago. In order to accomplish this, it is the adults we need to get at . . .

"What possible good is the safety we teach in schools if we can see such sights as I just witnessed on my way to this meeting? A mother and her small daughter were about to cross a busy intersection when the red traffic light flashed. The child instinctively held back, but the mother in a great hurry pulled her along. That little incident can counteract in the child's mind all that is taught her in school about safety."

In editorial comment on the Chicago safety campaign one of the local newspapers says: "It

is a practical undertaking which will be successful. It is based on one of the oldest forces of humanity—mother love. There can be no stronger element enlisted in any campaign to protect the lives of children." \* \* \*

One of the important pieces of work in the District of Columbia is reported by Mrs. Henry D. Aller. A sidewalk has been promised along school property in a congested area where 752 elementary school pupils pass daily.

The Washington Parent-Teacher Association, of Washington, Rhode Island, was the first unit to send in completed surveys.

Here is a partial list of neighborhood hazards found in Kentucky:

Obstructions in street.  
Obstructions on sidewalk.  
Fallen electric wires.  
Radio aerials too near electric wires.  
Uncovered manholes.  
Weeds or foliage causing blind intersections.  
Dangerous coasting hills.  
Hazardous intersections near schools.  
Exposed garbage.  
Children's playthings left on floor.  
Unguarded buildings under construction where children might play.  
Dangerous street car stops.  
Refuse near buildings (fire hazards).  
Lost or broken school "stop" signs.  
Clogged sewers.

## WHAT DO YOU KNOW ABOUT YOUR COMMUNITY ?



### The Noisy Chipmunk

By MARY L. CAIRNS

Long years ago (so I've been told)  
A happy chipmunk played;  
He laughed and chattered all day long—  
Far too much noise he made.

"My son," said Mother, chidingly,  
"Be quiet when you play;  
Out in the woods Big Giant lives,  
He'll catch you there some day.

"He'll put you in his bag of coals  
And cook you for his tea;"  
But Noisy Chipmunk shook his head  
And chattered on in glee.

One day he scampered to the woods—  
Big Giant spied him there;  
He clutched poor Noisy Chipmunk's back  
With claws much like a bear!

Just as they reached his mother's door  
He slipped from Giant's hands;  
But where those fingers hot had been  
His coat was marked with bands.

And from that day on down to this  
(As you will always find)  
All chipmunks wear a striped coat  
Because *one* would not mind!



# The President's Message

## The Convention

“A REGULAR meeting of the National Congress of Parents and Teachers shall be held annually . . . the time and place to be fixed by the Board of Managers.” So reads Article VI, Section 1, of the National By-Laws. This year the time fixed is the first week in May, and the place, our National Capital. An ideal setting for a great convention!

A convention that is great in value and in results has certain definite underlying principles. There must be a well-planned program, the purpose of which is to bring information, inspiration and opportunity for conference and good fellowship. Another element which enters into a successful convention—perhaps the most important—is the delegate body. It matters not how well the program has been developed, how perfectly planned the machinery for carrying on the meeting in an efficient manner, the best results cannot be attained without a consciousness on the part of the delegates that the convention belongs to them, and that its ultimate success depends largely upon what they themselves put into it.

Each convention is, or should be, a great event in the life of an organization. The business sessions, marked by an intensity of purpose, community of interests and largeness of issues, inspire the individual members to promote and carry on the activities of the work. Conferences on the interrelated phases of the movement make for new high standards, better technic and finer leadership, while not the least of the values to be considered is the opportunity that the convention gives for bringing together interested members and friends from every section of the country. It is the time when we take stock of the past year's activities, strengthen the weak places in the organization and program, discuss vital questions and plan for the new year's work. As a result the delegates go back to their several communities with clearer concepts and imbued with a better understanding of the relationship of the local unit to the state branch and to the Congress, and with a stronger determination to make each local unit a standard organization, capable of doing finer things for the oncoming generation than ever before.

Let us not forget that the convention is *ours*, that its success depends upon *our* contribution. This year our Capital City welcomes us and the National Congress calls us—the trained leaders and workers and the individual members, both active and interested. Let us come prepared to receive the inspiration of our great National body, working as a collective force to acquire a broadened viewpoint, to interchange plans and ideas. Let us take advantage of this opportunity to give as well as to gain, knowing that in the measure that we give so shall we receive. It is *our convention*. Come, let us reason together.

INA CADDELL MARRS.

# The Thirty-Third Annual Convention

*Of the National Congress of Parents and Teachers,  
Washington, D. C., May 4 to 11, 1929*

BY MARTHA SPRAGUE MASON

## ARE YOUR DELEGATES APPOINTED?

**D**o you know that members who are not appointed as voting delegates may attend as visiting delegates and get the benefit of wonderful opportunities for study and conference?

A desire to do our best for the children carries us on long journeys. We gather in small and large groups and as individuals to get an enlarged viewpoint of the child welfare problem, to absorb inspiration from co-workers and from great leaders, to talk intimately with other Congress members, and sometimes to make our own contribution to the work. The coming convention has been planned to meet the varying needs of a many-sided membership. No one interested in the development of children can fail to profit much from attending.

THE ENLARGED VIEWPOINT may be gained all through the convention. The following are some of the special opportunities:

May 6. Delegates conference on "Programs for Parent-Teacher Associations."

State Presidents' Conference.

Section meetings on Preschool, Highschool, and College Associations.

May 7. National reports.

Round Table conferences on Public Welfare, Education, and Home Service.

May 8. National reports, continued.

Round Table conference on Publications.

Rural Life Luncheon Conference.

May 9. An all-day conference on all phases of Health.

May 10. General conference on Parent Education.

Round Table conferences on City Councils, State Bulletins, and Summer Round-Up.

Those who wish to study intensively the subjects of parent-teacher technic, parliamentary procedure, publicity, or rural problems will have ample opportunity to join ably conducted classes.

INSPIRATION will not be lacking in a program which includes among its speakers Bishop James E. Freeman, Mrs. Lillian Gilbreth, Dr. Jesse H. Newlon, Dr. Ernest R. Groves, and Mrs. Helen Field Fisher. These speakers, and others not here mentioned, will take as topics different phases of the subject of the convention, "Education for Worthy Home Membership."

OUR CO-WORKERS in special lines of child welfare study and activity we shall meet, not only at round tables and classes and conferences, but at the luncheons and dinners which have been arranged to bring together members having similar interests. State presidents, and those interested in the subjects of Humane Education, Rural Life, CHILD WELFARE MAGAZINE, the Summer Round-Up of the Children, Thrift, and Publicity will find that special arrangements have been made for luncheon and dinner meetings. Many of these will be held in the roof garden dining room which commands a magnificent view of Washington and the Potomac River. If the weather is favorable the roof will be used for small gatherings.

There will be a dinner on Monday evening, May 6. It will be in honor of the Founders of the Congress and it is hoped that several of the charter members who attended the first Congress meeting in 1897 will be present. Hon. William Cooper, U. S. Commissioner of Education will be the speaker and greetings from the International Federation of Home and School will be brought by the president, Mrs. Reeve.

Play time has been provided at the close of two of the evening sessions. The national chairman of the Recreation Committee will conduct these hours of relaxing merriment, with possibly the ulterior motive of demonstrating recreational activities which may be carried out in the home town or city.

On Wednesday afternoon, May 8, delegates will make a pilgrimage to Mount Vernon, the beautiful and historic estate of George Washington. A tree will be planted here in memory of George and Martha Washington.

On Sunday, May 5, the day before the official opening of the convention, there will be a mid-day dinner for state presidents and past state presidents. In the afternoon there will be a vesper service at the Arlington Amphitheatre with an address by Bishop Freeman. Following this service a wreath will be placed on the tomb of the Unknown Soldier, by the National President.

Mrs. Giles Scott Rafter, president of the District of Columbia branch, with her committee of one hundred, is making every provision for the comfort and pleasure of the many delegates.

This year the exhibits will feature state activities. Each state has been requested to prepare an exhibit demonstrating a specific project being carried on by the state branch.

# *The Round Table*

CONDUCTED BY MARTHA SPRAGUE MASON

School failures are frequent and regrettable. They are often unnecessary.

Parents who suffer from palpitation of the heart whenever son or daughter brings home the periodic report card, will be glad to know that the Washington state branch of the National Congress of Parents and Teachers has inaugurated a definite and practical working plan to prevent as far as possible the loss which comes to children from failure of promotion, repetition, and "over-ageness." Washington has now a state committee on "failure eliminations." Its object is to show the possibilities of team work between parents and teachers in helping all the children to understand their studies, to enjoy them and to do well in them.

And now the ROUND TABLE takes the torch and carries it to all who read CHILD WELFARE in the hope that thousands of associations throughout the United States may receive help and inspiration to carry out the idea in their own communities in ways most helpful to their own membership, to the end that hundreds of thousands of children may be assisted in overcoming school difficulties and in finding joy and promise through school opportunities. Does someone still say, "Why join the state and the national?" We have here one concrete reason: to be in the channel where good ideas are flowing.—M. S. M.

## Failure Elimination

BY PEARL MCKERCHER

**A** RECOGNITION of the fact that retardation, repetition, and failure of promotion in our schools constitutes a large financial loss to the community and a lamentable loss to the individual pupil; a realization that many failures are avoidable and remediable through the home; a consciousness that the child of today must receive unified guidance if he is to obtain the greatest possible benefit from home, school and community; and a belief that the Parent-Teacher Association could and should render a service to the home which would be visibly reflected in improved scholarship of the child—led to the Failure-Elimination work which has been inaugurated, proven and advanced in the state of Washington.

The plan to reduce preventable failures was first adopted in Fairview Association in Seattle. Fifty-two mothers constituted the first committee. They attacked the problem with such impersonal thoroughness and comprehension that their work was an inspiration to others and, as a result, Seattle Council of Parent-Teacher Associations established a Failure-Elimination Department, in which every association affiliated became a participant. From this beginning has grown the state Failure-Elimination Special Committee.

In Fairview's committee, out of discussions arose topics which the mothers themselves developed into well-studied papers. Equipment of Habits of First Graders, Habits that Eighth Graders Should Possess, What Keeping a Child Physically Fit Includes, Outlines of Courses of Study, Explanations of the Content of Each Grade's Requirement, The Importance of Correct Speech with Suggestions for its Acquirement, and many other subjects directly related to the child's success in school were well considered. Those papers were later supplied in booklet form to each of sixty requesting associations. Some of these read parts in their assemblies, others loan it from home to home.

In the Council, the department functions in four ways:

First: Personal conferences are held with inquiring parents who are assisted in diagnosing the peculiar difficulties of the child's situation and remedial measures or materials are suggested. As many as twelve in one week have thus sought the assistance of this department, their needs ranging from pre-school home hand work, through various nutrition problems and points of training of elementary grade children, to means of motivation of a high school sophomore. The parents have been most grate-

ful for this individualized service and remarkably consistent in reporting improvements.

Second: Parents find self-help in the special material filed in the parent-teacher shelf in the teachers' room at the public library. This is particularly beneficial to the parent who recognizes the child's specific weakness and seeks for herself the means of strengthening him. The librarian has cooperated by drawing our attention to outstanding, relevant articles.

Third: Principals, supervisors, a school board member, university professors and others, twenty-two in all, have been listed as speakers available to local associations for lectures upon various phases of failure prevention.

Fourth: Regular meetings of the department are held once a month in a central down-town location. Here representatives and other members from all parts of the city meet to study intensively and constructively subjects specifically applicable to the declared purpose. Causes of failures, the detection of causes, the problem child, the normal child, the relation of tardiness, absences and incomplete days to repetitions, the right kind of visiting, character development, and how to cultivate desirable habits,

were some of the subjects introduced. Interpretations of the newest methods of teaching the social subjects, illustrations of the five stages in the process of learning to read, and the exact objectives of the different school subjects, with emphasis upon how the parents may assist in preventing failures, were well presented by the school administrators and teachers.

The eager interest shown in each of these four functions of the council department, together with the constant use of the booklet, numerous letters and many 'phone calls, indicate the need and value of this work.

Since this work has recently grown into a state special committee it is hoped that the same impersonal though definite individual benefit may reach a greater number of homes, with the result that the public schools of our state may receive greater appreciation, more abundant support and the best possible product from our homes. The pendulum of child training is conspicuously swinging to a period of more sympathetic, more scientific and more efficient homes. The Parent-Teacher Association is recognizing its responsibility and opportunity in this specialized phase of child welfare and is effectively leading in this failure-elimination field.

## Why?

*When my little lad asks questions,  
And he asks an awful lot—  
From the subject of digestions  
Of wee chickens, to the spot  
Where Columbus landed when he  
Reached here centuries ago;  
My reply too often can be  
Merely: "Really, I don't know!"*

*When he queries why the stars can't  
Be seen twinkling by day;  
Or just why the folks in Mars can't  
Telephone us; or why May  
(His extremely lively sister)  
Fain would make her pink toes go  
In her mouth;—(that's sure a twister!)  
I hate saying: "I don't know!"*

*Therefore, tho' too late for college,  
I am studying anew;  
Picking up all sorts of knowledge;  
And each day I read a few  
Pages of the dictionary,  
Or some solid folia;  
So that I may sometimes vary  
That fool answer: "I don't know!"*

CLARENCE MANSFIELD LINDSAY.





# Editorial

A LARGE national publication has just asked us the following question: "Is CHILD WELFARE still the official publication of the National Congress of Parents and Teachers, or is any other magazine *an* or *the* official organ of the Parent-Teacher Associations?"

As this same question may be in the minds of others it seems advisable at this time to make a definite statement in order to avoid possible confusion. CHILD WELFARE is the only official organ of the united Parent-Teacher Associations of this country, which with the preschool associations, study circles and other groups of similar interests, are corporately known as the National Congress of Parents and Teachers. It is edited, published and controlled entirely by that organization. The Congress uses officially no channel of publicity for its interests and activities save CHILD WELFARE the National Parent-Teacher Magazine, and the bulletins issued by its state Branches. Moreover, though occasional articles on its general work or concerning special features appear from time to time in educational and popular journals, it has authorized no publication to conduct a department on the subject of parent-teacher work nor does it contribute officially to any such department in any other magazine.

While the existence of numbers of independent groups using the name "Parent-Teacher Association," but without national program or connection, makes it possible for any publication to conduct a section of reports from or suggestions to Parent-Teacher Associations, CHILD WELFARE has been for twenty years, and will continue to be, the only official organ of this movement, which now includes some 20,000 units.

CHILD WELFARE receives no support from any outside agency but is operated entirely on its own income from subscribers and advertisers and an appropriation voted by the annual convention of the Congress,

which considers the magazine its main channel for parent education and for program service to its state and local units. Its entire income goes out in service to the organization and to parents seeking help in the care and training of their children. The editors, being members of the Congress, receive no compensation whatever for their work, and the contributing editors, who represent some of our important Cooperating Agencies, give their valuable material without charge, in the belief that the magazine is the best available educational medium through which to reach and secure the active cooperation of the parents and teachers of this country.

The same editorial staff and the same business management have continued for the past seven years, in which time the subscription list has grown from less than 3,000 to 42,000, without any promotion fund, this growth being due to careful management, close observation and consideration of the needs of its readers and the devoted labors of its hundreds of volunteer state and local chairmen, who take a personal pride and interest in their own publication and find in its increasing popularity and prosperity their full and their sole reward.

In the opinion of our educators, as expressed in their Resolution at the recent annual convention of the National Education Association, the National Congress of Parents and Teachers, with its educational standards, its unified and consistent program and its system of organization which keeps open a clear channel from the annual convention down to each one of its 1,279,000 individual members, is the most important potential force for betterment in our country today. That it should maintain its standards and promote its program and be able to speak with unhampered freedom as to its policies, is essential to its continued success.

CHILD WELFARE is the voice of the National Congress of Parents and Teachers.

# Just for Mothers

BY EVELYN D. COPE, A.B.

QUESTION—"What is the best method of teaching a child self-respect without making him conceited, or to state the question from the other angle—How can a child be cured of conceit without developing an 'inferiority complex'?"

Self-respect is achieved rather than taught. The inner consciousness of having done his task well, living and playing fairly and squarely with his family and friends will develop self-respect.

Cultivate responsibility in your child. Keep him busy. If he succeeds in his task, give him a word of approval. Then encourage him to other and more difficult tasks. This will keep his thoughts diverted from himself and directed to his work.

Doing things for him and waiting upon him makes the child selfish. Too much attention and over solicitude on the part of parents will cause a child to get an exaggerated idea of his importance.

Train the child in kindness and thoughtfulness. There are many opportunities such as, bringing a flower to the aged couple in the neighborhood, some fruit to a sick friend, writing a letter to grandma. Make him realize that he has a place in the home, in its work and in the promotion of its happiness.

Keep him as much as possible in a large group. Many a "mother's darling" gets a few jolts when he gets into the schoolroom with other children. Let him have playmates of his own age, *not younger*, so that he is obliged to *compete* with others to hold his own.

If he is unusually bright or talented, give him opportunity to meet, see and hear people of ability in order to spur ambition, and avoid the danger of self-satisfaction.

Learn to leave well enough alone. Some parents are continually "at" their children for something. Give the child a good share of work and wholesome play. Busy, thoughtful people have no time to dwell upon themselves.

If a child is very timid and retiring he needs careful direction, in order that he may not be imposed upon by more aggressive children. This, and continuous failures, may easily result in a feeling of inferiority.

QUESTION—"Every time I tell my son to do something, he says, 'Why?' Is it necessary to tell him why? He keeps repeating it so much."

Children are naturally curious. Therefore we must expect many "Whys." As a rule it is perfectly right to tell him the reason. At the same time there should be confidence and trust between the parent and the child, so that when an emergency arises and immediate obedience is necessary it should be forthcoming without question. He has learned that mother's request has a sound basis. Be just and reasonable in

your demands. In this way the child learns there is good reason for complying. Avoid unnecessary commands and talking.

However, if, after being told, he still persists in an unnecessary continuation of "Whys?" or if it is just a bad habit, be firm and say, "Mother told you why." "You know why." "Come here to mother; now you tell me why."

You might help him sometimes by giving the reason first as, "John, it is cold. Please shut the window." "It is almost bedtime. Get your books and supplies together for school in the morning." This places the objective before the child and helps create the right attitude.

QUESTION—"Should children have any week nights out? If so, how many?"

Growing children need plenty of sleep. Sleep is one of the main requisites for good health. Children who are tired cannot do good work in school. We must remember that during childhood and youth they are living a life which is just as important for them at that time as when they are mature.

The early, regular bedtime hour is the best investment for a sound body, alert mind and a fresh enthusiasm.

The schools give their entertainments on Friday. There is a movement in the National Congress of Parents and Teachers for picture shows for children on Friday evening, *only*. The Women's Self-Government Association of a state university which the writer has attended has the following by-law in its rules of government, "Student parties should be held on Friday and Saturday nights, or on nights preceding holidays."

Social affairs and other activities should be planned for the week ends, and then the hours should not be too late. There are so many years ahead for these children in which to be out evenings, when they are grown. Give them a chance to be young. "Forced blooms soon wither. Plants of slow growth have the longest life."

An unusual occurrence might be an exception to the rule. If a Shakesperian play, drama of literary value, lecture or concert were presented on a school night, the older children who could understand and appreciate its value should be allowed to go. As these occurrences do not come frequently, common sense would rule. Statistics show that the average child does not get enough sleep, so "let's to bed."

There are also the distractions and emotional "upset" which are a result of evening affairs and late hours. This becomes a strain with bad effects. The child who has too many distractions is lacking in concentration. We need to be master of ourselves if we wish to succeed.

QUESTION—"My daughter of nine years is always playing 'acting.' She dresses up and gets

*her playmates together and puts on a make-believe play. It worries me, for I do not want her to go on the stage. I try to stop her, but she keeps on doing it as soon as I am out of sight."*

Don't worry about daughter. Let her follow her dramatic inclinations. She is having a good time and unconsciously developing herself. Be careful not to crush imagination and originality. She probably is not even thinking of the stage as a career. It is so easy for parents to project their ideas upon the child.

Children have different aspirations and ambitions during the various stages of their development. We must be careful not to repress or ridicule them. The writer knew a little girl of six who wanted to be an engineer on a train, "when I grow big." Mother, with understanding, said, "Mary, why do you want to be an engineer?" "Oh, so I can ride all over and see things." Later, she said, "But mother, there are no lady engineers." "No," said mother quietly. Some time later she reasoned, "Well, maybe there will be lady engineers when I grow big." "Maybe," said mother. Daughter is now seventeen. She does not want to be an engineer, but her life is richer because mother tried to understand. The child had dreamed her dreams, built her castles and was happy.

If your daughter has dramatic ability you are to be congratulated. There are many opportunities in life for those so gifted—teaching, coaching, directing plays and pageants, the Little Theater movement, etc. Then, too, her own life will be finer and broader, and her personality more attractive.

Our children must have their chance to live their own lives, not ours. We are having our chance now.

And the stage, too, needs good people!

### SPECIAL NOTICE!

*Next Month, Better Homes Number*

**BUILDING THE HOME FROM WITHIN**

*By Mary S. Woolman*

**THE CHILD'S PART IN THE HOME**

*By Mrs. Lillian M. Gilbreth*

**HOME LIFE ON THE FARM**

*By Dr. E. L. Kirkpatrick*

**THE RURAL HOME**

*By Dr. Louise Stanley*

**EARLY TRAINING IN HOME MEMBERSHIP**

*By Dr. Mandel Sherman*

**WHAT HEALTH MEANS TO FAMILY LIFE**

*By Surgeon General Hugh S. Cumming*

**PRACTICAL PROJECTS IN HOME ECONOMICS**

*By Miss Lita Bane*

**HOME MAKING IN THE SCHOOL CURRICULUM**

*By Dr. Anna E. Richardson*

**MAKING A BAD HOME BETTER**

*By Mrs. Alma Clark Guillet*

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# Out Among the Branches



**T**HE Kedron Parent-Teacher Association, of SOUTH WOODSTOCK, had the honor of winning the first Superior Association certificate to be awarded in VERMONT. The announcement was made at the state convention in May, 1928.

We are a small rural community with a Parent-Teacher membership of barely fifty, but interest, willing service and the desire to do something for our school and our children, have been the means of our success.

Organized in September, 1924, we are still in our infancy, and the knowledge of our achievement surprised us not a little, for we had groped our way rather uncertainly, trying to partially realize some of the ideals of the National Congress.

The first year the mechanism of our organization was rather loosely constructed. It took some time to find ourselves, appoint committees and become systematized. Perhaps this was not a bad thing; we began to work and do things, and in that way we built as we went a strong foundation for system and organization.

Perhaps our association was formed at just the psychological moment, for it was then that the rural schools throughout our town were being standardized. Our Parent-Teacher Association was not satisfied with a standard school, so we joined hands with the school board and soon placed a Superior School placard on our building. We bought playground equipment, erected a flagpole, purchased a nice Victrola and pictures for the schoolroom, installed a drinking fountain and electric lights and put in a fairly complete culinary outfit for serving hot lunches to the children during the winter months. We have continued to provide for the hot lunches, and feel that by so doing we are giving the children practical and fundamental service, for it seems advisable in our community that the children all take their luncheon at school during cold weather.

We have not carried out a Summer Round-Up, but we have hired a nurse furnished by the Vermont State Tuberculosis Association to thoroughly examine our school and preschool children. Her advice has been regarded and defects have been corrected at a summer clinic sponsored by the Red Cross chapter in town.

We try to avoid allowing our efforts to become self-centered. We observe the annual Founders' Day with a program and gift, we contribute toward the state Children's Aid Society, and were glad to help in the state Flood Relief Fund. We have also given our mite toward the maintenance of a home for Vermont's incapacitated teachers.

All of this from a material standpoint.

In more intangible ways we feel that we have been a considerable factor for good in our community. Our membership includes a good percentage of the families, whether parents or not.

Twenty-five per cent of our members are subscribers to CHILD WELFARE and it is used in all our meetings. We are proud of the interest taken by the men in our association. There are as many fathers as mothers among our officers and standing committees.

A keener and more intimate familiarity has been developed in school affairs. In our whole town, our school, by a big margin, won the visitors' banner for 1927-1928. The superintendent says this is due to the interest of our P.-T. A. A much livelier community spirit has sprung up in our little village through our efforts to serve each other and to raise our social standards for the sake of our children.

Our programs are planned a year in advance. Among the topics being taken up this year are the following: "Country Life," "Child Problems Common to Home and School," "Laws Affecting Children," "Financing the School," "Founders' Day Celebration," "Books as Friends and Teachers," "Health," "Problems Concerning Grown-Ups in Home and School." We hope to take up a definite study of some book outlined by CHILD WELFARE.

We feel that we have yet a long way to go before we attain the ideals set for us by the Congress. However, we hope not to lose sight of the goal, but by working together, educate ourselves to comprehend the true greatness of our task. We hope to foster in our homes, our schools and our community appreciation of the child's needs, that we may develop the best in manhood and womanhood to assure the future of our country.

GRACE S. MOUNCE,  
*Publicity Chairman.*

## CASPER SCHOOLS ARE 100 PER CENT IN ORGANIZATION

The Parent-Teacher Association is recognized by the Board of Education and by the Superintendent of Schools as an organization worthy of the support of every teacher in the system. Its phenomenal growth throughout the country speaks for itself. The aims of this great organization are supplementary to our objectives, and wherever conflict has arisen it has always been due to lack of wise leadership. It is our obligation, and it should be a pleasant one, to assist in selecting this wise leadership and to help ourselves in guiding the organization into helpful activities. We shall expect every teacher to cooperate cheerfully and whole-heartedly with the Parent-Teacher Association by taking out membership in the organization, by attending its meetings, and by offering his or her services to the organization in whatever capacity we may feel able to serve.

R. S. HICKS,  
*Supt. of Schools, Casper, Wyoming.*



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**HEADACHES**—Who doesn't have them? This *HYGEIA* article will help you to recognize your type of headache and the cause and to obtain practical advice on relief measures.

**THE CONVALESCENT CHILD**—"Jane hasn't been the same since her last illness" generally means she hasn't had the right convalescent care. Parents should follow the excellent precautions offered in the March *HYGEIA*.



Following the *Sunshine*, *Medical Help for High School Pupils*, *"Female Weakness" Cures*, *Our Growing Knowledge of Immunity*, *Simple Lessons in Human Anatomy*, *Health and the School*, and *Answers to Health Questions* are a few of the other March *HYGEIA* features that offer reliable health facts for home and school.

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### SOME WIDE-AWAKE TEACHERS AND WHAT THEY ARE DOING IN A TWO-TEACHER SCHOOL

Within fifty miles of WILMINGTON, DELAWARE, there's an old two-story frame building. It represents the school home of the children in grades one to six, from the surrounding rural neighborhood. Since last June the artificial atmosphere of the place, with its formal, screwed-to-the-floor desks, in which little children were asked to sit unnaturally still in straight military-like rows, has entirely disappeared. There are cheery drapes and flowers at the windows; there are brightly painted tables and chairs around which the children fall into natural working groups; there are individual lockers recently placed around the walls, which provide special compartments in which each child may keep his possessions; there is a former cloak room converted into a kitchenette from which hot lunches are served at noon to the pupils.

One day last week a group of children were having the happiest kind of a time over in one end of the room. The visitor discovered it was a reading lesson. There was apparent in the youngsters' manner all of the enjoyment that the average person experiences when he talks

with another who has just completed the reading of a favorite story. There was no formal calling upon children to read. Instead there were such remarks as, "I like this paragraph best," followed by an animated reading of it. The first child was quickly succeeded by an "Oh, I like this one best," from a second child, who read from the book.

"We have five minutes before we have to go home," the teacher remarked at the end of a delightful period. "Is there something you would like to show the visitor?"

"Oh, yes, our Indian suits," the youngsters exclaimed delightedly, and a dozen different seven-year-olds displayed costumes made by themselves out of gunnysacking, decorated with colorful Indian designs, with beads made out of macaroni dyed by themselves, or bits of colored straw strung on cords.

"Where did they get their ideas?" the visitor asked. "From the museum in Philadelphia. They have worked it all out themselves," the teacher replied. "Several members of the Parent-Teacher Association took them there in their cars, one Saturday."

Resources and environment seem to matter little. It's the attitude of the community and it's the mind of the teacher.



*Sun Parlor, East Rome School, Rome, Ga.*

This sun parlor, furnished for the teachers of the East Rome School, is just as cheerful and inviting as it looks.

Every article in this room was contributed by local merchants at the instigation of the Parent-Teacher Association. Even the flashlight was taken free of charge, by a Rome photographer.

At noon the flagging spirit of the teachers is revived by a refreshing cup of tea prepared by one of the faculty.

The credit for this beautiful room goes to the East Rome P.-T. A., an association which prides itself on providing every comfort and convenience for its teachers. Miss Florence Smith is the Principal of the school.

We hope this picture will inspire other associations to furnish in their buildings a rest room for their teachers.

MRS. W. L. GARNETT, *President.*

# The wonder of a little *Sugar in his Food*



SUGAR is a wonderful flavor for simple food. Children love it—and especially does it help them eat enough of the fruits, vegetables, eggs, milk, cereals, and simple desserts. These, as you know, are building foods. Flavored with sugar they can taste delightful to a child.

Some of the needed “quart of milk a day” can be made into an egg-nog. Or into blanc mange, egg custard, or creamed soup such as tomato, also sweetened.

Breakfast can become interesting when the child can sprinkle sugar over cereal or fruit; and for lunch, carrots, peas and spinach may be cooked with a little sweetening—and liked.

Does he like orangeade or lemonade? There’s the vital fruit juice, the energizing sugar, and the needed water. Gelatine with fruit delights a child—and think of all the vitamins, minerals and roughage in the fruit.

Sugar is a pure nutrient—needed daily. It can flavor delightfully so many dishes that a child may eat enough of other foods to become a little overweight. This is much to be desired! Physicians affirm this. They say the healthiest, happiest children weigh a few pounds extra. Put the wonder of a little sugar, often, into the child’s food. Good food promotes good health. The Sugar Institute, 129 Front Street, New York.

*In writing to Advertisers, please mention CHILD WELFARE MAGAZINE*

## COLORADO

The State Board recently gave a luncheon to honor Miss Anna Louise Johnson, who had just returned from the National Playground and Recreation Convention held in Atlantic City, proudly wearing a fifteen year Service Medal. During the congratulatory speeches after the luncheon a number of things were developed such as the fact that Miss Johnson and Dr. Bolles instituted the first weighing and measuring of preschool children ever to be done in Denver. During those years we had no health department in the schools and the mothers needed assistance.

Through the Playground Department came the organization of the Physical Education Department now functioning throughout the whole Public School system.

One mother becoming interested in what was doing on the playground in the park near her, strolled over one hot summer day. What she saw caused her to enlist the aid of her husband and other parents in the neighborhood. Soon the atmosphere of the park changed. The gangs were not so rough and boisterous and the games more fairly played, because the parents cared. From this the custom of having Parent-Teacher Association committees on the summer playgrounds has grown until last summer we had fifteen committees, numbering about eighty mothers, cooperating with the supervision leaders. The news of this plan has spread to other cities of our country, and it has been adopted with great success. We find that other cities are spending more money on playgrounds in proportion to the population than Denver, but this

we hope will soon be remedied as our plans develop.

In August the State Board and Denver County Board joined the Parent-Teacher Association committees in a luncheon on the Washington Park playground, and later took a trip from playground to playground with Miss Johnson as guide, thus receiving a very liberal education in the needs of the childhood of Denver.

Our National Congress has put seven cardinal objectives in education before us, so:

1. You are a *worthy member* of a *worthy home*, if you help on the playgrounds.
2. You are promoting *sound health* if you help on the playgrounds.
3. You are teaching *vocational effectiveness* if you develop some hidden talent in a child by your help on the playgrounds.
4. You are developing the *mastery* of the *tools, technics* and *spirit of learning* if you place in the hands of a child, material, useless to you and that child makes a useful or beautiful object on the playground.
5. You are teaching the *wise use of leisure* if you help on the playground.
6. You are exemplifying *faithful citizenship* by your presence and interest in the young citizen in the making on the playground.
7. You are developing *ethical character* if you help children to be real sportsmen on the playground.

Cooperation must go on until we reach the goal, a playground within the reach of every child in Denver and a Parent-Teacher Association Committee on every playground.

## AMERICAN SCHOOL CITIZENSHIP LEAGUE

## 1929 World Essay Contest

*Open to Students of all Countries*

Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essay on one of the following subjects:

1. OPEN TO STUDENTS IN NORMAL SCHOOLS AND TEACHERS COLLEGES  
"The Influence of Education in Eliminating War."
2. OPEN TO SENIORS IN SECONDARY SCHOOLS  
"Above All Nations Is Humanity."

Three prizes of seventy-five, fifty and twenty-five dollars will be given for the three best essays in each set.

CONTEST CLOSES JULY 1, 1929

*Conditions of the Contest*

Each essay must be accompanied by a topical outline and a bibliography with brief notes on each book. Essays must not exceed 5,000 words (a length of 3,000 words is suggested as desirable), and must be written, preferably in typewriting, on one side only of paper 8½ x 11 inches with a margin of at least 1¼ inches. Manuscripts not easily legible will not be considered.

The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school, and home address, and sent to DR. FANNIE FERN ANDREWS, 405 Marlborough Street, Boston 17, Mass., not later than July 1, 1929. Essays should be mailed flat (not rolled).

Each country participating in the contest, other than the United States, shall submit the three best essays in each set (normal and secondary) these essays to be selected by judges appointed in each country. The United States judges will select, from these and from the essays written by pupils of the United States, those which in their opinion should receive the prizes. Students may write in their own language. The three best essays selected by the national judges must be translated into English when submitted to the United States judges.

Many teachers in the United States make the writing of the essays a part of the regular school work and send to the League the best essay in the school. Not more than one essay should be sent from each school.





## Citizens of Action

**Y**OUNG America, womanhood and manhood in the making, are citizens of action; entitled to their rights . . . a place to play and the things with which to play. These young citizens are entitled to playgrounds; enough playgrounds to go around and enough equipment to go around. But remember that these little citizens, full of action, are not over possessed with discretion. The safety factor in playground equipment is all important. Public playground equipment should be the best it is possible to buy. It is in Medart equipment only that you get the experience of fifty-six years of specialized manufacturing experience.

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- II. EVERYDAY PROBLEMS OF THE EVERYDAY CHILD, by Douglas A. Thom
- III. ON BEING A GIRL, by J. E. Gibson; FATHERS AND SONS, by S. S. Drury

## Study Program I, Lesson VII

For First Year, Preschool and Grade Study Groups

BASED ON "YOUR GROWING CHILD"

### CHAPTER XXI. LITTLE DELINQUENTS

#### QUESTIONS

1. Name reasons why some children tell untruths. How shall we deal with these children? Pages 231-236.
2. Shall our treatment be the same for the child who tells an untruth deliberately and for the one who tells an untruth because of an over-active imagination? Give reason for answer.
3. What are some of the causes of stealing? Pages 236-237. How may we avoid these causes? Page 239.
4. Unhappy homes have an unhappy effect upon children. How may this unhappiness express itself? Pages 237-238.
5. Are underweight, defective teeth, ear and eye strain likely to accompany delinquency? Pages 239-241.
6. Are children intentionally cruel? Answer from your own experience. Give author's discussion. Pages 241-242. Discuss jealousy as a cause of cruelty. Pages 244-245.
7. What are the causes of bullying? Pages 243-244.
8. How shall we help to train our children in sympathetic understanding? Pages 245-256.

#### REFERENCES

- Training the Toddler, by Elizabeth Cleveland. See Part V.  
The Parent and the Child, by H. F. Cope. Chapter XV. Boy Mischief.

### CHAPTER XXII. THE PROBLEM OF PUNISHMENT

*"The future good of the child, not what he has done in the past, justifies punishment."*—W. H. KILPATRICK.

*"Punishment should be constructive, helping the child to separate himself from his fault."*

#### QUESTIONS

1. Define discipline. What is the object of punishment? What is the relation, if any, between discipline and punishment? Pages 247-248.
2. Why are negative commands not best for the child? What is the value of positive suggestions? Pages 248-250.

3. Commendable traits such as persistence and concentration operate against obedience. Discuss. Page 251.

4. Read in class questions quoted from a leaflet issued by the National Committee for Mental Hygiene. Answer each question. Pages 251-252.

5. Should punishment ever be severe? What forms should punishment take? What part should punishment play in the upbringing of children? Pages 253-255.

#### REFERENCES

- Everyday Problems of the Everyday Child, by Dr. Thom. Chapter VIII.  
Childhood, by Mrs. Theodore W. Birney. Chapter VI.  
Mothers and Children, by Dorothy Canfield Fisher. Part II.  
Wholesome Childhood, by Groves and Groves. See *Obedience* in index.

### CHAPTER XXIII. BACKWARD CHILDREN

#### QUESTIONS

1. The author asserts that children are not normally lazy. In your experience with children, have you found this to be true? Pages 256-257.
2. Give reasons why parents should take a serious interest in the many questions which children ask. Page 258.
3. Children may appear to be backward because of an acquired laziness or because of a feeling of inferiority. Do not parents unwittingly cause their children to feel inferior? Pages 258-259.
4. How does the unwise love of parents contribute to the making of backward children, as illustrated in the case of Charlie Crane? Pages 259-261. Relate other instances in which wrong training results in backwardness. Pages 261-262.
5. "The condition of a child's teeth may, by its ill effects on nutrition, influence unfavorably the mental development of the child." Give author's discussion. Pages 262-265.
6. What is the danger of mouth breathing? Give author's discussion in regard to adenoids. Pages 265-266. What is your doctor's opinion in regard to the removal of adenoids? How may ear trouble or eye strain retard a child in his school work. Pages 266-268.

7. How may an imperfectly functioning gland cause mental inability in children? Pages 268-270.

8. Present-day medical science is doing much to prevent and cure feeble mindedness. Give author's discussion. Pages 270-273.

#### CHAPTER XXIV. DIET FOR CHILDREN

##### QUESTIONS

1. To Leader. Have a class member discuss the diet of mother and baby as outlined by our author. Pages 274-282.

2. Of what value are vitamins to the human organism? Pages 281-282. What is the cause of scurvy? anemia? imperfect bones and unsound teeth? Pages 282-284.

3. Why is it necessary to include fresh fruit, green vegetables and milk in a child's diet? Pages 284-285.

4. Is a child's appetite a sufficient guide to diet? Page 285. What place should sweets occupy in the diet of a child? When should they be served? Pages 286-287.

5. Why is it not good for a child to indulge in tea and coffee? Pages 287-289.

6. Give reasons why simple meals are best for children. Pages 285-289.

##### REFERENCES

The Care and Feeding of Children, by L. E. Holt, M.D.

Food for Young Children—Farmers' Bulletin No. 717, U. S. Department of Agriculture, Washington, D. C.

The Nervous Child and His Parents, by F. H. Richardson, M.D. Chapter VI, Refusal to Eat. Rebuilding the Child, by F. H. Richardson, M. D. Chapter IV, Faulty Food Habits.

Everyday Problems of the Everyday Child, by Dr. D. A. Thom. Chapter IV, Feeding.

#### CHAPTER XXV. THE FINICKY CHILD

##### QUESTIONS

1. Give reasons why children are finicky about their food. Pages 290-292; 294-295. When one is trying to revise the food program of the child, should he be forced to eat the food he has previously refused? Pages 290-292. Outline your program of procedure.

2. Children sometimes refuse food in imitation of their parents. Page 292. Give illustrations from actual experience.

3. How does overfatigue help to bring about malnutrition? Pages 292-294; 299.

4. Discuss the wholesome mental atmosphere of the home as an aid to good digestion. Page 295.

5. Some children refuse food because they enjoy the thrill of conflict with the parent who would make them eat. Give author's discussion. What better methods may be used to bring about proper food habits? Pages 295-296.

6. Discuss thumbsucking and its cure. Pages 297-298.

7. In what other ways beside refusing food does thrill-craving of children manifest itself? Page 298.

##### REFERENCES

See references under Chapter XXIV.

## The MUSIC

he hears now can  
affect him *more than*  
*the music of all his*  
*other years*

See that music is making a fine, full background for him daily. His responses to its rhythm can affect his body's grace in every later movement. His mind and spirit can react to its beauty in ways to predestine character.

You know the old principle about the importance of a child's first six years. The full effect of beautiful music on him now you perhaps will never know—except that it must be beautiful. But you can note certain definite responses; and always, perhaps, you will perceive a listening wonder in his eyes.

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## Study Program II, Lesson VI

*For Second Year, Preschool and Grade Study Groups*

BASED ON "THE EVERYDAY PROBLEMS OF THE EVERYDAY CHILD"

BY DOUGLAS A. THOM, M.D.

### CHAPTER XIV. PERSONALITY CHANGES FOLLOWING ILLNESS

"The reaction of the individual to his environment is described in terms of conduct." Page 207.

"The first and most fundamental step in attaining health, happiness and efficiency is that of facing reality—meeting life as it actually exists." Page 217.

"Parents through example can teach children how to carry their burdens in a sportsmanlike way." Page 219.

NOTE TO LEADER.—1. Assign Chapter XIV for review to a class member who is especially interested in this subject.

2. Have a member read aloud in class, page 219. It contains much material for stimulating thought.

### CHAPTER XV. HABIT SPASMS AND CONVULSIONS

NOTE TO LEADER.—This chapter may be assigned for home reading for those interested in this topic. Our author states that ninety per cent of children meet the everyday situations of life without convulsions.

### CHAPTER XVI. DELINQUENCY

"Honesty is acquired, not inherited." Page 231.

"Children are dependent upon the environment in which they live for their moral attitude toward life, just as they are for the language they speak or the clothes they wear." Page 233.

#### QUESTIONS: STEALING

1. How may we help the child to distinguish between "mine" and "thine"? Page 231.

2. The author states that fear of disapproval and punishment are perhaps the only motives that keep young children from stealing. From your own experience, would you name these or other motives? Page 232.

3. In teaching the child to respect the property rights of others, we must respect his own rights. How shall we do this? Pages 233-234. Can a child be trained to respect property as a matter of habit? Page 234.

4. What are the dangers of pilfering? Page 234. What should be the parents' attitude in helping the child to overcome this habit? Page 235-236.

5. Some of the motives for stealing are "getting even," jealousy, to do as the rest of the gang does, a feeling of inferiority, to avoid humiliation, a mental conflict. Discuss these and name others. Pages 237-248.

6. Are those children apt to steal whose parents keep in touch with their daily activities? Pages 247-248.

#### LYING

1. May the same motive that causes stealing cause lying? Page 248. Give reasons why children tell untruths. Pages 248-250.

2. Distinguish between untruthfulness because of a wish to deceive, and untruthfulness because of daydreaming. Should these situations receive the same or different treatment? Give reason for answer. Pages 250-251.

3. Of what advantage are day-dreams? Pages 255-256. Of what disadvantage?

4. Children sometimes tell untruths to make themselves interesting. Discuss. Pages 251-252.

5. Discuss severe punishment as a cause of lying. Page 252. Do you not feel that "lying" is too strong a term to use, in discussing with the child, his untruthfulness?

6. Discuss truancy, the causes, and the way they may be met. Pages 256-261.

#### REFERENCES

Your Growing Child, by H. A. Bruce. Chapter XXI, Little Delinquents.

The Nervous Child and His Parents, by F. H. Richardson. Chapters XX, XXI and XXII.

## Study Program III, Lesson VI

*For High School Groups*

BASED ON "ON BEING A GIRL" AND "FATHERS AND SONS"

### PART III. THE GIRL: HER PERSONAL PROBLEMS

#### CHAPTER XXIV. GENERAL PRINCIPLES OF HEALTH

QUESTIONS  
1. The time was when some women considered it "aristocratic" to pose as semi-invalids. Today, women consider that there are so many important things to be done that they cannot be handicapped by ill health. How can we transmit this enthusiasm to our girls? Pages 212-214.

2. "Girls should be led to see that having health is not a matter of chance or choice, but an obligation to be intelligently met." Discuss this obligation from the standpoint of the girl, the family and the state. Page 215.

3. In teaching young people that they must obey the laws of health, do we impress them with the fact that we, too, must obey these laws, and not only health laws, but also social and civil laws? Page 215.

4. "The greatest need is for observance of

the simple rules of healthful living." Discuss how, in your own family, you live up to simple health rules. Pages 215-217.

5. Read and discuss health rules on page 217. Pages 217-222. Note.—To stimulate young people's interest in these rules, the whole family may follow them for a definite period, and at the end of the time comparisons may be made and benefits enumerated.

6. Our author names three classes of foods, those which build, those which regulate and those which serve as fuel. The problem is to keep a proper balance between these foods. Make out a menu for the day which appeals to your family, including these three classes of foods. Page 218.

7. How can the wrong mental attitude toward certain foods be overcome? Pages 218-219. Should school children go without breakfast?



## Is Your Home Working *with* the School?

The modern school *counts* on the cooperation of the home. It can do most for those children whose progress is quickened by the helpful attitude of parents.

Not merely the school and the community, but your own child's future, demand that the home be made a center of friendly instruction, inspired by a helpful attitude and equipped with the best available source of convenient reference—

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Among the features that commend The Lincoln Library to such a wide, discriminating public is the fact that it is so thoroughly abreast of the times in each and every department. In the words of Mrs. W. A. Masters, State President of the Missouri Branch, National Congress of Parents and Teachers, "The information which it contains is of the most modern kind." It is up-to-date not only in its facts but—what is still more important—in its viewpoint.

#### "MOST WONDERFUL BOOK IN OUR HOME"

Such is the verdict of scores of thousands like Mrs. Edward Trebes, of Tampa, Fla., who writes:

"My little girl had some arithmetic at school and, no matter how much it was explained to her, she could never understand. One day she looked it up in The Lincoln Library and found exactly what she wanted, as everything was made so clear and simple. I felt then that The Lincoln Library was worth more than ten times what I paid for it."

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Page 219. Discuss proper methods of reducing both for young and older people. Pages 219-220.

8. Discuss the author's viewpoint in regard to drinking and smoking. Pages 224-228.

#### REFERENCES

See pages 260-264; 284-286.

Fathers and Sons, by Samuel S. Drury. Chapter VI, The Sound Body.

SUPPLEMENTARY. FATHERS AND SONS, by Samuel S. Drury.

#### CHAPTER VII. KEEPING IN TOUCH

(To be reviewed by a class member)

#### STRIKING THOUGHTS OF THE CHAPTER

"This is an age," says Roger Babson, "in which fathers are giving their children too much pocket money and too little personal attention, too many automobiles and not enough of their own companionship."

"The father who is willing to spend time, not only *for* his boy and *on* his boy, but also *with* his boy, keeps in touch and wins a precious companionship."

## The New Commissioner of Education

BY JOY ELMER MORGAN

Editor of "The Journal of the National Education Association"



Mr. William John Cooper.

THE selection of State Superintendent William John Cooper of California to be United States Commissioner of Education is an admirable example of a presidential appointment on a professional basis. It confirms our best American tradition of keeping the schools free from politics and stands out as one of the significant services of the closing weeks of President Coolidge's administration.

The United States Commissioner of Education has a large responsibility. He is the spokesman for the Federal government in matters educational. He is expected to appear and speak with authority on numerous international, national, state, and local programs. What he says commands the attention of the public and space in newspapers and magazines. As an exponent of American educational ideals he wields a tremendous influence.

It is his duty to direct the activities of the Bureau of Education. It is no small task to see that this organization which touches education at many points is working efficiently in its internal relations and in its contacts with the educational forces of the nation. At this juncture there

are a number of major projects in educational research which need national attention and which can be effective only through wide co-operation requiring the most able leadership. In working out these projects the Federal government can exert as profound an influence for the improvement of education as the Department of Commerce has been able to exert upon industry through its research and the organization of voluntary co-operative projects.

For all these tasks Commissioner Cooper is especially well fitted in talents, in training, and in experience. His activities have been laid in California which is noted for its educational achievement, especially in the equalization of educational opportunity, in the training of teachers, in salaries, in curriculum, and in co-operation with the public. Mr. Cooper has been a part of that development. He was educated in the public schools of California and holds degrees from the State University. His professional experience has involved contact with education on all levels from the elementary school through the university. It includes teaching in several California high schools and administrative service in three superintendencies. As state educational executive he has proved his strength in two years of efficient, faithful service.

Insight into his educational outlook may be had from an address which he delivered before the Department of Superintendence at Dallas in 1927 when he spoke on Educational Ideals and Their Achievement. A few sentences from it may be quoted here.

"The chief concern of the teacher is children. The chief concern of the administrator is to have teaching take place under the most favorable conditions.

"Two principles should govern the superintendent's policies. They are: First, keep the machinery of administration subordinate in importance to the teaching process. Never forget that it exists to make good teaching and real learning (in its broadest sense) possible and effective. Second, keep the administration democratic; keep it in touch with those who are in daily contact with the children for whom the school exists, and let them help create and constantly rebuild the necessary administrative machinery.

"No city superintendent can afford to ignore the growing interest of intelligent laymen in school affairs. Nor is he fully realizing his opportunities if he neglects to develop and capitalize such latent ability. Some of this ability is used through parent-teacher organization."

Mr. Cooper's appointment has been received with enthusiasm throughout the country. He enters upon his great task with the best wishes of all and with every promise of an administration which will bring to American education new inspiration and a new vision of what it means to give a fair start to every boy and girl.



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# National Office Notes

BY FLORENCE V. WATKINS, *Executive Secretary*

At the request of the National Board of Managers, at its meeting held in Charleston, S. C., last September, a special committee was appointed to formulate an outline for college courses on the educational aspects of the parent-teacher movement: its history, organization and conduct. Mrs. Hugh Bradford, Director of the Department of Extension and chairman of the special committee, was in Washington for a week's conference; Mr. E. G. Weller, Chairman of the National Committee on Courses, was present for two days; Mrs. S. M. N. Marrs, National President, and Mrs. E. C. Mason, First Vice-President, attended the conference and the three National secretaries gave what assistance they could. The outline in mimeographed form is now available for state presidents who are promoting the establishment of parent-teacher courses in colleges in their states and who desire to present to the college authorities information on the content of the course. State presidents may write the National Congress of Parents and Teachers, 1201 16th St., N. W., Washington, D. C., for a copy.

Mrs. L. T. de Valliere, Acting Fourth Vice-President; Mrs. Harry Semones, Corresponding Secretary; Mrs. F. M. Hosmer, Manager of the Bureau of Program Service; Mrs. L. U. Kohn, Manager of the Bureau of Publicity, and Mr. E. C. Mason, Chairman of the Trustees of the Endowment Fund, were also in Washington for several days on National Congress business. It was a great pleasure to welcome these National workers at the National Office.

In January all Washington was interested in the Senate action on the Kellogg Peace Pact for the renunciation of war. In the midst of the discussion a very interesting person visited Washington, Mrs. Sarojini Naidu, of India. Mrs. Naidu has been mayor of Bombay and president of the Indian National Congress. She is a woman of great charm and ability, and speaks English fluently. She was a guest of the Women's Joint Congressional Committee at its January meeting, and spoke on what the treaty would mean to India and also on the rôle women are playing in the political life of India. Mr. R. V. Gogate, who attended our convention in Cleveland last May, introduced Mrs. Naidu to your Executive Secretary, who was very glad to make the plans for her entertainment by the committee.

Those who have been using the "Tree of the P.-T. A.," by Roscoe K. Stockton, will be interested to know that the orchestration of the song is now available. All parts bound together may be secured for 50 cents. If separate scores are needed for the different instruments of the orchestra, copies may be secured for 15 cents each, or five for 50 cents.

Can you realize that in two months our convention will be meeting? Those who are planning to attend may be wondering whether we shall have reduced fares this year. The various passenger associations have again granted us a rate of a fare and one-half *provided* certain regulations are carefully observed. Here they are:

1. There must be presented at the convention at least 250 certificates. In order that those who come from a great distance may have this reduction, will each person who comes by auto or who uses a pass, kindly buy a railroad ticket costing at least 67 cents and secure a certificate?

2. Several days before you are planning to begin your journey call your ticket agent and ascertain whether or not he has the certificates. If he has none, ask him to secure some.

3. Present yourself at the railroad station at least 30 minutes before the departure of the train on which you desire to begin your journey.

4. Purchase a one-way ticket from your home to Washington, D. C.

5. When purchasing your ticket be sure to request a CERTIFICATE. *Do NOT make the mistake of asking for a "Receipt."*

6. Be sure to see that the certificate is properly filled out by the agent.

7. Immediately on your arrival at the convention headquarters, present your certificate to Mrs. Arthur C. Watkins, Executive Secretary, who is the endorsing officer.

8. The endorsing officer will have the certificates validated by the validating agent of the railroads. If you arrive at the meeting and leave for home again prior to May 6th, or if you arrive at the meeting later than 4.30 P. M. May 11th, you cannot have your certificate validated, and consequently you will not obtain the benefit of the reduction on the home journey.

9. If the necessary minimum of 250 certificates is presented to the validating agent, and your certificate is duly validated, you will be entitled, up to and including May 15, 1929, to a return ticket via the same route over which you made the going journey at one-half of the regular one-way tariff fare from the place of meeting to the point at which your certificate was issued.

10. No refund of fare will be made on account of failure to obtain proper certificate when purchasing going tickets, nor on account of failure to present validated certificate when purchasing return ticket.

If we have more than 500 certificates validated this year we shall be able to secure for next year the identification plan, which will be much simpler than the certificate plan. But—we cannot have this plan until we have more than 500 certificates presented at a convention.



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No longer need you wait until summer to take your sun baths. Tonight, before you go to bed, you may stretch forth your body and bathe in this light. Nervousness and fatigue will disappear. Drowsiness will come. You will sleep soundly, and wake refreshed. Do this nightly and see how miraculously your health is raised to a higher level.

Sunshine, natural or artificial, greatly benefits the healthy. Do not use it, however, for the treatment of disease except under your doctor's instructions, for this powerful agent may harm the sick as much as it helps the well. In illness, seek medical advice. Write for the booklet "Making the Summer Sun Stand Still."

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